

ACCESSIBILITY PLAN

Byron Wood Access Plan

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have Special Educational Needs (SEN), but there is a significant overlap between disabled children and young people and those with SEN

The **Equality Act 2010** sets out the legal obligations that academies and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public

bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

ACTION PLANS

Date: March 2018

Lead member of staff: Razia Shafiq

An accessibility plan is a plan in writing for, over a prescribed period;

- increasing the extent to which disabled children and young people can participate in the school’s curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children and young people:
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.

During the period to which the plan relates, the responsible body (school governing body or Transition Management Board) must keep its accessibility plan under review and, if necessary, revise it.

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		Staff have had advice recommendations on supporting child with DCD (Developmental co-ordination Disorder)		No children in school at the moment with a disability.

All school staff and the governors have had access to training on disability equality and inclusion.		Access to policies on equality		
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	Yes			
Positive images of people with different abilities are apparent in the classrooms and the school generally.			X	To be completed by end of Autumn 1 2018-2019
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	All ch take part in music, drama and physical activities. If a child has injury or procedure and is unable to take part, adapting the lesson or providing support for the child from an adult.			
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	Peer support is provided when needed.			
When planning the deployment of additional adults, there is a consideration of pupils with disabilities	Yes			

so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	Additional differentiation provided, extra time allowed and seating a child at front of class facing teacher if they have hearing difficulties.			
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	Yes			
Provision of laptops is considered to aid recording and / or communication.	Yes			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	Reviewed, pre-visit made, risk assessment completed			
The school links with other schools to share good practice.	Yes			
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the		Included where possible		

originators always ask if there could be a disability dimension.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	Yes			
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS	Yes – Autism team advice sought to help family			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	Termly updates with inclusion manager			

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	There is wheelchair access from external to internal areas of the building. We have a ramp within the school to aide accessibility within the school. The corridors are wide enough for ease of access around the school.			
In considering the school budget there is a clear	Wheelchair purchased (summer 2017)			New School build due which will encompass

plan to improve access and resources for those with a disability.				accessibility as a priority.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.			There is no major or minor works planned for the existing school site due to the new school build.	
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.			The only specialist equipment within the school is a bed located in the Y1 toilet area. This was put in place to accommodate previous school occupants with needs however the school has been without such users and as such the maintenance hasn't been upkept. Due to age and condition this bed is potentially requiring replacement if we need such equipment in future.	
Emergency and evacuation systems set up to inform all pupils including children /	Yes- emergency evacuation procedures in place. Staff			

young people with SEN, including alarms with both visual and auditory components.	have PEEPS that they take responsibility for and make appropriate action in an evacuation procedure.			
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premise, with a similar level of safety from the effects of fire as all other occupants.	Yes- emergency evacuation procedures in place. Staff have PEEPS that they take responsibility for and make appropriate action in an evacuation procedure.			
With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i> , there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	Yes			
Pathways of travel around the school	Yes, disabled parking			

<p>site and parking arrangements are safe. Disabled parking spots are available.</p>	<p>available and pathways around the school are routinely monitored by site staff.</p>			
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>	<p>Yes, we conduct an equal opportunities employment policy</p>			
<p>Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.</p>	<p>Yes</p>			
<p>The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people</p>	<p>The décor around the school is of neutral colours that are aimed to not be an issue for any persons with a visual impairment, autism or epilepsy. Statutory signs are present in pictorial form.</p>			<p>New build will incorporate the appropriate colour schemes and signage.</p>

with a disability.				
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Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		We have letters available in other languages for the diverse community in which we serve.		
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	Yes			
ICT facilities are used to produce written information in different formats as appropriate.	Yes			
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and	Yes			

language therapists, school nurses, Health visitors...				
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	Yes			

Access Planning Template for Period 2018/19 – 2019/20

Lead member of staff: Razia Shafiq Date: March 2018

Date of Review: July 2018

Name of Reviewer: Jenni Machin

The main priorities in our access plan focus on:

- Increase awareness of people with different abilities and disabilities
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Byron Wood Academy will monitor the implementation of the plan and keep under review the access needs of the school.

(SCHOOLS TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	Curriculum access Positive images of people with different abilities are apparent in the classrooms and the school generally.	<i>Photos/images of people with different abilities included in lessons, displays, assemblies, incl rights respecting focus</i>	SENCO / SLT/teaching teams	Aut 1 2018-2019	£Hourly Wage	Learning Walk
Medium Term	Information Access <i>Communication in Roma/Slovak</i>	For key information to be voice recorded	TA/SLT/SENDCO/ICT technician	Aut 2 2018-2019	£Hourly Wage	Weekly updates/feedback from parents

	<i>language</i>	electronically to inform parents				
Long Term	Physical Environment <i>New school premises – allowing full disabled access to all areas of the school</i>	New building and new premises	Principal/ Business manager	2019-2020	<i>£Hourly Wage</i>	

Access Plan for Period 2014/15 – 2016/17 (continued)

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

***Principal (Satadru Ashton)
Business Manager (Carl Chagger)***

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Razia Shafiq Date: March 2018

Period of Plan being checked; 2017-2018

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?	Y	
Access to the Physical Environment?	Y	
Auxiliary aids and services?	Y	
Teaching and learning practices?	Y	
Staff training?	Y	
Culture and ethos?	Y	
Provision of written information?	Y	
2. Are there targets that are;		
Short term?	Y	
Medium term?	Y	
Long term?	Y	
3. Are there clear strategies to ensure targets fulfilled?	Y	
4. Are there clear outcomes linked to	Y	

the targets?		
5. Is there a realistic time frame?	Y	
6. Are there indications as the resourcing of the plan?	Y	

Recommendations

Insert any recommendations made as a result of the checking exercise.