ACCESSIBILITY PLAN 2022-2023

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the individual academy sites, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by both **Phoenix Park Academy** and **Sevenhills Academy**.

Definition (Equality Act 2010) "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA *'substantial'* means *'more than minor or trivial'*. *'Long-term'* means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the

definition. Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight

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- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

The Accessibility Plan is structured to complement and support the academies Equality Objectives, and will similarly be published on the academy website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the academy. The Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the individual academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school/academy fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or academy visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.
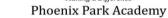
Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Reading and spelling ability screened on entry for all students and monitored termly thereafter;
- The development of an enhanced resource for SEN & Disabilities;
- Online data system is available for all staff;
- Advanced planning for students based on high quality information from feeder schools, including that from the Behaviour Support Service and Behaviour and Attendance Collaborative/ASPIRE;

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- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour);
- High quality case studies and Teaching and Learning profiles;
- Providing tiered intervention (Wave 1- Universal, Wave 2-small group and Wave 3-individual);
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis (scribe));
- Promoting outstanding learning and teaching across the academies;
- Termly Progress Reviews enables all students & parents/carers to discuss their child's learning and individual needs with their respective teachers;
- Using small step ('P Scales' type) or equivalents where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations;
- Ensuring that academy visits and trips are accessible for all students;
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind- friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc;
- Qualified SENCo with wide inclusion experience;
- Smaller teaching groups across the curriculum with high quality TA support
- Individual student tracking and provision mapping when appropriate;
- Guidance & advice for Key Stage transition points, including post 16;
- Development of mutual support and understanding between colleagues in working with pupils with disabilities.

To improve access to the **physical environment** of each academy, adding specialist facilities as necessary - this covers improvements to the physical environment of the academy site and physical aids to access education within a reasonable timeframe:

Physical Access – The Current Position

- The academy sites are largely ground floor single storey buildings and otherwise wheelchair accessible; we adapt the timetable for ground floor teaching otherwise;

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- Small classes and low staff to student ratio facilitates intervention and supports inclusion;
- Each site has ample parking and Phoenix House and Sevenhills have designated disabled spaces; however we are investigating disabled parking spaces in the main car park at Park House along with a designated disabled drop-off bay;
- We aim to provide an access friendly environment for all visitors and all stakeholders are welcome to visit each site;
- Accessible toilet facilities available throughout each academy with washing and change facilities;
- A physical environment that is safe and welcoming;
- Multi-media classrooms with Clear Vision touch screen displays;
- Tablets/iPads as an alternative for students with motor skills/dexterity needs;
- Handrails on stairs;
- Clear visual signage.

Academy **websites** are being updated and re-designed for greater DfE compliance and act as an effective communication means for parents/carers of students with disabilities. For example, we have added a translate button to include non-English speakers. **In addition, over the next two years, we aim to make all policies more accessible using trauma informed lenses.**

Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the academy and events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Bespoke timetables are produced for identified students;
- The option of translators and interpreters can be used in parental meetings when required;
- Private rooms are available for Parents Evenings when required;
- All staff are issued with a confidential Staff Handbook that details policies and procedures in supporting young people with disabilities.

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Disability Equality Scheme Action Plan & Access Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to the curriculum Ensure ICT is appropriate for students with disabilities	Ensure that the use of ICT does not discriminate against individuals due to access problems (i.e. scotopic sensitivity, use of key board, visual difficulties, epilepsy, etc.)	Termly check	Time	Class teacher Head of Centre/SENCo	Executive & Executive Vice Principal
Access to the curriculum Create effective learning environment for all	Engage all students in feedback about the curriculum and their learning through surveys conducted using student voice. Monitor students who regularly miss P.E. Ensure no student is excluded from activities on cost or disability grounds.	Termly check	Surveys/Student Council Reference academy website Availability of suitable change of clothing Participation list SEN records Medical records	Subject leaders SLT –Head of Centre Class teachers Class Teacher SLT –Head of Centre/SENCO	Head of Centres produce report for Senior Leadership Team Executive Principal reports to the Governors annually Senior Leadership Team
Access to the wider curriculum	Continue to build registers of participation in extended school activities – check for barriers. Continue to build on out of academy hours provision (Ensure maximum use of facilities) Ensure a range of opportunities are available to students in all year groups. Promote multi skills for the least co-ordinated students.	Termly check	Extended School Register. Sports activity registers Time to input data Reference Pupil premium details for each child.	Head of Centre Class Teacher Class teacher Head of Centre	Executive Principal feedback to Governors

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Access to the curriculum Ensure that all policies consider the implications of Disability Access link into Diversity and Equality Policy	Review current policies that involve implications for Disability Access Consider the impact of DA in establishing new behaviour codes/rules, Anti-Bullying Policy, Homework, Uniform and Health provision when revising policies for the Academy	Sept 2021 – Sept 2022	Staff meetings 2021-2022	Head of Centre SENCO Senior Leadership Team	Feedback to Governors Executive Principal and Governors
Academy Premises Develop site access to ensure that the diverse needs of pupils, parents and community users are met.	Check access issues in academy buildings. Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all. Annual review of Fire and Safety signage. Raise awareness of and review agreed plans to meet individual needs of identified students. Consult with Head of Centre/SENCo over access throughout the academy – i.e. ramps.	Termly check	Time to review policy and procedures Safety audits Meetings with Head of Centre/SENCo	Senior Administrator/Premises team/Executive Principal/Head of Centre	Head of Centre reports to the Senior Leadership Team Governors
Attitudes Promote positive attitudes to disability	Review content of PSHCE Curriculum to ensure that it promotes a broad understanding and positive approach to disability in its widest sense. Ensure that achievements of all abilities are recognised and celebrated in equal measure.	Annual check	Monitoring through award presentations, class teacher awards, participation in activities.	Senior Leadership Team and Head of Centre Class Teacher	Senior Leadership Team

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Communication with parents	Review accessibility of letters, text messaging, Internet etc. for parents, currently in hard copy and electronic format. Ensure that staff are aware that alternative forms of communication may also be needed. (size, audio, other language).	Termly check	Wellspring Trust to offer documentation and communications in alternative format if academy lacks expertise to provide what is required.	Senior Leadership Team/Head of Centre	Senior Leadership Team
Availability of documents in alternative formats	Ensure parents/carers are made welcome and are aware that if required, efforts will be made to provide documentation in an accessible format.		Arbor data made accessible.		
Staff Promote equality of opportunity for staff	Wellspring Academy Trust monitor data in relation to recruitment, retention and professional development. Encourage the disclosure of disability. Issue an annual staff survey.	Annual check	Review whenever new staff are appointed or staff leave	Executive and Executive Vice Principal	Senior Leadership Team Governors

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