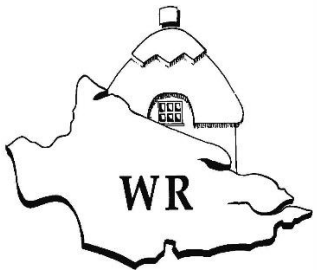
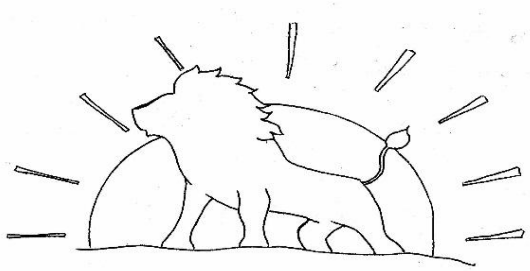
Accessibility Plan

Northwick Park MAT





…working together

We Take Pride

Approved by: Trust Directors

Last Reviewed: July 26 Next Review Date: July 29

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act 2010 is consistent with our setting's aims and Equal Opportunities Policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities
    - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is adaptive, personalised and age appropriate

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

Increasing Access for disabled pupils to the school curriculum

- Opportunity to participate in all school visits
- School clubs
- Breakfast & After School clubs
- Technological resources
- Lunchtime provision
- Classroom layout

- Adapted PE
- Pupil activities accessible to all pupils
- Curriculum adapted to meet individual needs

Improving access to the physical environment of the school

- Playground access e.g. ramps
- Hand rails
- Highlighted painted areas
- Adapted ICT resources
- Disabled toilet facilities
- Disabled parking space for parents/carers
  Classroom layout

Improving the delivery of written information to disabled pupils

- Visual timetables
- Visual resources
- The use of technology
- Adapted textbooks e.g. large print
- Writing slope
- Adapted reading books
- Adapted font size and style
- The use of coloured paper/overlays

Financial Planning and control

The Executive Headteacher, SLT and the Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Compliance with the Equality Act					
Accessibility Outcome/Target	**Task/Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes/Success Criteria**
Ensure access to computer technology appropriate for pupils with disabilities.	▪ ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.	All key leaders.	Short-term	As required - unless needs of pupils in school require immediate action.	Access to appropriate computer technology will be improved for all disabled pupils
Reflect identified areas of need in lesson planning and delivery.	▪ Incorporate Quality First Teaching into all planning. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school & anticipatory duties. ▪ Purchase of resources to increase student participation	All staff.	Short-term	Ongoing.	Improved access to curriculum for all pupils.
Prioritise pupil participation in school activities	▪ Ensure pupil activities are accessible to all pupils.	Governor Pastoral support. SLT	Short-term & Long term	Ongoing.	Increased participation in school life for pupils with disabilities.
Availability of newsletters and school documents in alternative formats	Large print, alternate colour & audio when required.	S.L.T Governor	Short-term	Ongoing.	Information to pupils with disabilities and

	▪ Text. ▪ E-mail.				parents / carers will be improved.

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.	▪ Accessibility & clarity of signs around school. ▪ Awareness of independent access. Disability access considered when any building work or alterations are being undertaken. ▪ Clear identification of room functions.	S.L.T Governor		Ongoing.	Access to school buildings and site improved.
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints.	▪ Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect pupil need.	S.L.T Governor		Ongoing.	Appropriate use of resources for diverse needs of pupils with disabilities.

Identify needs & actions for future improvements.	▪ **Incorporate accessibility into any proposed structural alternatives.** ▪ **Provide quiet areas within the school.** ▪ **Think beyond the ramp. Look at accessibility in all areas of school life.**				
CORRIDOR	**Keep corridors clear from obstruction**	**All staff**	**Short term**	**Ongoing**	**Corridors are clear from obstruction**
DISABLED PARKING	**Marked spaces are available in parking areas**	**SLT Caretaker**	**Short term**	**Ongoing**	**Disabled car parking space is kept free at all times**
PLAYGROUND AREAS	**Ensure the outside areas are safe and free from any obstacles**	**All staff**	**Long term**	**Ongoing**	**Safe outside environment**
TOILET FACILITIES	**Accessible toilets are available including having facilities at the correct height, bars and emergency cords.**				

Ensuring inclusion in the school community					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting; small group provision may also be used.	SLT to Monitor inclusion	SLT Governors	Long term/short term	Ongoing	
The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.	Review of the curriculum by the SLT team	SLT Governors	Long term/short term	Ongoing	

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure access to computer technology appropriate for pupils with disabilities.	▪ ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. ▪ School staff to update on available technology on a termly basis.	All key leaders.	Short term	As required - unless needs of pupils in school require immediate action.	Access to appropriate computer technology will be improved for all disabled pupils
Reflect identified areas of need in lesson planning and delivery.	▪ Incorporate Quality First Teaching into all planning. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of pupils within the school & anticipatory duties. ▪ Purchase of resources to increase student participation	All staff.	Short & Long term	Ongoing.	Improved access to curriculum for all pupils.

Prioritise pupil participation in school activities	▪ Ensure pupil activities are accessible to all pupils.	Governor Pastoral support. SLT		Ongoing.	Increased participation in school life for pupils with disabilities.
Adaptive teaching	Lessons/teaching adapted to allow achievement for all.	SLT/SENCo	Short term/long term	Ongoing	Quality differentiated curriculum for SEND pupils
Interventions	Monitor interventions for their success/impact on progress. Provision Mapping to be used for Reception to Year 6 pupils	SLT/SENCo	Short term	Ongoing	All interventions are impactful
Specialised equipment for children with SEN	Specialist equipment to be checked by school staff and outside agencies e.g. OT & PT	All staff	Short term/long term	Ongoing	Specialist equipment is safe at all times
Classrooms are organised to promote the participation and independence of all pupils	Audit of resources QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	SLT/SENCo Class teachers	Short term/Long term	Ongoing	QFT
Staff training in the production, implementation and review of Provision Maps, EHCPs (where appropriate & monitoring systems	SLT/SENCo to deliver staff training to teaching and support staff.	SLT/SENCo	Long term	Ongoing	Review Training annually

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
NEWSLETTERS & DOCUMENTS Availability of newsletters and school documents in alternative formats	▪ Large print & audio when required. ▪ Text. ▪ E-mail.	S.L.T Governor	Short term	Ongoing.	Information to pupils with disabilities and parents / carers readily available.
POLICIES	Accessibility Policy to be read in conjunction with • Behaviour Policy • Curriculum Policies • Emergency Plan • Health & Safety Policy • SEND Policy • School Improvement Plan	S.L.T Governor	Long term	Ongoing	Ensure all policies are up to date.
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access.	▪ Consider all policies in view of priorities.	S.L.T Governor	Long term	Ongoing.	Access to all aspects of school life for all pupils.
Review documentation on website to check	The academy will review formats published on the school website – particularly for	SLT	Short term	Ongoing	Adapted documentation

accessibility for parents/carers with English as an additional language.	**new parents/carers to the school, in order to ensure accessibility for parents/carers with English as an additional language.**				