

# Market Harborough C of E Academy

## Accessibility Plan



### Accessibility Plan

<b>This policy replaces</b>	Previous Policy
<b>Date policy approved by Governing Body</b>	
<b>Date of next review</b>	September 2025
<b>Reviewer</b>	Inclusion Lead, Head teacher, SEND Governor, Teaching and Learning Committee

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As a school within Learnat, we believe that meeting every pupil's needs is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Our school mission statement; Growing Together in God's Love, reminds us of our commitment to ensuring all in our school grow, develop and thrive within our school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school].

### 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	Area for improvement	Actions	Success Criteria	Led by	Timescale	Progress and impact
Increase access to the curriculum for pupils with a disability	Staff training to meet the needs of children with disabilities	<ul style="list-style-type: none"> <li>Medical needs training annually or as specified by Health Care Professionals: first aid, epipen, training specific to individual children e.g. epilepsy, hearing impairment</li> <li>Rolling programme of CPD for specific areas of need e.g. ADHD, SEMH, SpLD</li> <li>Ongoing support throughout the year as needed from SENCO and professionals from outside agencies</li> </ul>	<p>All staff (teaching, support, lunchtime) are appropriately trained to support the needs of all children</p> <p>Quality First Teaching meets the needs of all children</p>	<p>SENCO</p> <p>Professionals from other agencies</p> <p>School Nurse Team</p>	Continue from Sep 2020, needs led	<p><i>Whole school Autism outreach training took place Feb 2022.</i></p> <p><i>Specific training needs addressed on an individual basis eg OT risk assessments, Vision Support Service visits coordinated by SENDCo.</i></p>
	Teaching and Learning Resources to meet the needs of children with disabilities	<ul style="list-style-type: none"> <li>Teaching and learning resources reviewed regularly</li> <li>Staff/parents/children/ other professionals identify resources as needed</li> <li>Resources made/purchased as appropriate e.g. Dragons Naturally Speaking voice recognition software; more coloured overlays; coloured wipe boards; additional high interest/low reading age books</li> </ul>	Children have resources which enable them to better access the curriculum, thereby improving outcomes for learning	<p>SENCO</p> <p>Class Teachers</p> <p>Subject Leaders</p> <p>Professionals from other agencies</p>	Continue from Sep 2020, then update throughout the year based on needs.	<p><i>Assistive Technology in place for specific children and effectiveness evaluated regularly.</i></p> <p><i>Ongoing purchase of resources, including a bank of dyslexia friendly books (Sep 2022), SEMH books and sensory resources (2023), development of sensory space (2023), technology to support learning.</i></p>
	Provision to meet the needs of children with disabilities/vulnerabilities	<ul style="list-style-type: none"> <li>Provision/ intervention/support reviewed and adjusted regularly to meet specific needs</li> <li>New interventions being explored as part of our cycle of continuous improvement and to address specific needs.</li> <li>Alternative lunchtime provision for children with complex needs e.g. ASD and SEMH</li> </ul>	Specific needs which may create barriers to learning are identified and addressed therefore improving outcomes for learning and well-being.	<p>Head Teacher</p> <p>DHT</p> <p>SENCO</p> <p>1-1 LSAs</p> <p>Class Teachers</p>	<p>At least termly</p> <p>Continue from Sept 2020</p>	<p><i>Clear cycle of review for SEND children at least 3 times a year.</i></p> <p><i>Monitoring of impact of interventions takes place at least 3 times a year and new interventions researched and in</i></p>

		<ul style="list-style-type: none"> <li>• Pastoral Team and SEND Team to support pupils' identified learning needs and emotional well-being</li> <li>• Transition planning with parents/carers, pre-school providers, professionals from other agencies</li> <li>• Regular learning environment audits to promote 'best practice' and identify need e.g. Dyslexia friendly</li> <li>• Develop school's bank of high impact interventions</li> </ul>		Professionals from other agencies	<p>Summer Term transition meetings</p> <p>At least termly</p> <p>Continue from Sep 2020</p>	<p><i>place such as Beat Dyslexia / Nessy.</i></p> <p><i>Lunchtime club in place (Sep 2023) run by pastoral assistants – has a positive impact upon individual children and minimising behavioural incidents.</i></p> <p><i>Ongoing referral system for pastoral support in school and also accessible by parents.</i></p> <p><i>Development of behaviour and attitudes team to support children throughout the day and regular review meetings (weekly)</i></p> <p><i>Coffee mornings and regular drop ins with pastoral assistants in place (Sep 2023) to enable parents to share concerns and access support.</i></p> <p><i>Dyslexia training for whole staff of Spring 2022 included audits of classroom environments.</i></p>
Improve and maintain access to the physical environment	Suitability of inside and outside environments and facilities for children and adults with disabilities	<ul style="list-style-type: none"> <li>• Yearly transition planning with parents/carers, pre-school providers, professionals from other agencies and pupils as appropriate, to consider e.g. playtime arrangements and equipment, location of toilet facilities,</li> </ul>	Adjustments made in advance of transition to ensure safe and appropriate access for children	SENCO Class teacher	Summer Term each year	<b>September 2022:</b> <i>Letter and questionnaire written to parents/carers to ascertain access</i>

		<p>classroom furniture etc. and action any adjustments that are needed</p> <ul style="list-style-type: none"> <li>• Risk assessments completed/reviewed and updated as appropriate</li> <li>• Confidential discussion/questionnaires for parents/carers/staff/ Governors/visitors to ascertain any access needs (every three years)</li> <li>• Action taken/ adjustments made as needed</li> </ul>	Adjustments made as needed/appropriate to ensure safe access for adults	<p>Professionals from other agencies</p> <p>Office staff</p> <p>SEN Governor</p>	<p>As children join school during the academic year</p> <p>Every three years to parents/ carers and as needed for adults new to school</p>	<p><i>needs sent home. Responses used to inform accessibility action planning.</i></p> <p><i>Annual review of risk assessments carried out in Sep.</i></p> <p><i>Transition carried out throughout the year for in-year transfers, summer term transition for Y6-7 and preschool to EYFS. Feedback from parents is that transition is positive for individuals.</i></p>
	<p>Termly audits by Health and Safety Committee to identify issues/damage/wear and tear</p> <p>All staff report any concerns to Premises Officer</p>	<ul style="list-style-type: none"> <li>• Access for all school users including those with disabilities, is safe</li> </ul>	Access for all school users including those with disabilities, is safe	<p>Head Teacher</p> <p>Health and Safety Governor</p> <p>Premises Officer</p>	<p>Termly</p> <p>Ongoing</p>	<i>This is ongoing</i>
Improve the delivery of information to pupils with a disability	Access to written information for adults with disabilities / additional needs	<ul style="list-style-type: none"> <li>• Identify companies/services able to provide range of formats for written information as and when required to meet individual need</li> <li>• Confidential discussions/questionnaires for parents/carers to ascertain any access needs regarding written information</li> <li>• Staff and Governor vacancies include reference to welcoming applications from disabled candidates</li> <li>• Pastoral member of staff to support parents to access information from school.</li> </ul>	Information is available in an appropriately accessible format e.g. large print, braille, other language, text messaging, telephone support	<p>Office staff</p> <p>Head teacher</p> <p>SENCO</p> <p>SEN Governor</p>	<p>As required</p> <p>Spring Term 2021, then every three years</p> <p>As required</p>	<p><i>A number of responses to survey sent in September 2022 have requested large print for correspondence sent home.</i></p> <p><i>Also requested was wheelchair access and facility for an additional adult (carer/personal assistant etc) to come into school</i></p>

			Reasonable and appropriate measures taken to attract suitable disabled candidates			
	School records for children with disabilities/additional needs	<ul style="list-style-type: none"> <li>• Registration forms for new children document any additional needs/disabilities</li> <li>• IHCPs reviewed and updated annually with parents</li> <li>• One Page Profiles updated annually and as needed during the year</li> <li>• End of year meetings between current and receiving class teachers</li> <li>• Class teachers inform support staff and lunchtime staff of individual children's needs</li> </ul>	All staff informed of additional needs/disabilities of children they support and any adjustments that need to be made are actioned	Office Staff Class teachers SENCO	Records reviewed annually  and as needed during the year	<i>Ongoing review of records takes place</i>

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and Inclusion Team.

It will be approved by the governing body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Inclusion Policy