



St Uny CE Academy



Accessibility Plan

September 2021

Contents

Statement of Intent

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

Statement of Intent

Purpose of the Plan:

The purpose of the plan is to show how St Uny CE Academy intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by St Uny CE Academy.

Definition:

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 Objective:

Key Objective To reduce and eliminate barriers for access to the curriculum and to allow full participation in the school community for pupils, and prospective pupils, with a disability.

Aims:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Hub Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils

- The Head of School and other relevant members of staff
- Hub Councillors
- External Partners.

This plan is reviewed annually to consider the changing needs of the schools and its pupils.

Signed by:

Mr R Hoskins (Head of School / Acting SENDCO)

Date: September 2021

Mrs Lee Strickland (Hub Councillor)

Date: September 2021

Next Review Date: September 2022

Planning Duty 1: Curriculum

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	School needs to determine if relevant staff have skills, knowledge and understanding to support with pupils complex DSEN.	Audit SEND provision and provide training to staff members.	Head of school/ External advisors/SENCO	Spring 2022	Staff members have the skills to support children with SEND	Summer 2022
Medium Term	Pupils with complex SEND cannot access mainstream provision.	Provide alternative timetabling, provision and resources. Review school staffing to respond to need.	Head of School / SENCO	Summer 2022	Pupils with SEND can access some mainstream provision.	Summer 2022 & On-going after class transitions.
	Extra-curricular activity opportunities are not wholly accessibly for individuals with some complex SEND.	The needs of future pupils and current pupils whose circumstances change will be reviewed as staff learn of impairments. Changes to allow for the greatest level of participation will be made as the review recommends.	Head of school/ External advisors/SENCO	By Summer 2022	Planning of school trips & extra-curricular activities take into account pupils with SEND	Summer 2022

Long Term	To assess future pupils needs against the curriculum to assess accessibility.	Make reasonable adjustments to the curriculum for pupils with DSEN as required.	Head of school/ External advisors/SENCO	Summer 2022	Pupils with DSEN can access the curriculum fully.	Autumn 2022
------------------	---	---	--	-------------	---	-------------

Planning Duty 2: Physical Environment

An audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers should be carried out. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Review Personal Emergency Evacuation Plans for pupils with physical difficulties	Identify all exit routes for pupils with physical difficulties, including changes in route due to Covid-19 POD structure.	SENDCO/ Teachers/Teaching Assistants	September 2021	Targeted pupils and all adults in school are fully aware of emergency exit strategies and routes for pupils with physical difficulties.	September 2021
	Access from KS1 classrooms doors is inhibited by a step.	Consider portable ramp to ensure access through these doors.	ASPIRE Estates / Site Manager	September 2021	Access to KS1 is improved.	September 2021 & On-going.
	Corridors should be of sufficient width and free of hazards if they are to be used by visually or mobility	Maintain all lobbies and corridors with a clear width and no obstructions.	All staff and pupils	September 2021	Guaranteed accessibility throughout the building.	September 2021 & On-going.

	impaired pupils or staff.					
Medium Term	Pupils require higher level provision in order to meet their sensory needs both indoors and outdoors.	To develop a sensory room / area to provide this provision for specific pupils. To develop a secure all-weather outdoor space for pupils who sensory needs to access.	SENCO / Head of School	September 2021	Sensory room will be in place to regulate sensory needs. Outdoor learning space will be in place to regulate sensory needs.	January 2022
	New pupils with a disability.	Review Emergency Action Plans and create Personal Evacuation Plans.	SENCO / Head of School / Class Teacher	As soon as practicable after starting school.	Personal action plan in place for identified pupils & staff.	Autumn 2021
	New pupils or staff with a visual impairment.	Doors to significant facilities should be marked with Braille signs.	Aspire Estates Department School Site Manager	As soon as practicable after starting school.	All significant areas with the school are signposted with Braille.	Autumn 2021
	New wheelchair-using pupils or staff join the school.	Circulation in classrooms should be monitored. Suitable routes should be created in the dining area. Switches to be changed if necessary to suit an individual's needs.	Aspire Estates Department Health & Safety Advisor Inclusion Team	As soon as practicable after starting school.	Any wheelchair using pupils or staff will have full access to the physical environment.	Autumn 2021
Long Term	Persons with hearing loss are not warned of fire by alarms	Consider replacement of fire warning systems.	Head of School / Site Manager	Summer 2021	Visual and audible alarm systems are present.	Autumn 2022

Planning Duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after considering pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Leadership are aware that some information provided is not easily accessible for families and pupils who do not have internet access.	Audit of information delivery procedures – provide alternative delivery system for such families who do not have internet access.	SENCO / Head of School	Autumn 2021	School is aware of accessibility gaps to its information delivery procedures.	Autumn 2021
Medium Term	Some written information is not accessible to people with visual Impairments / who struggle to read.	Provide written information in alternative formats including 'easy read', 'large print' or 'symbols' or face-to-face meetings to share information.	SENCO / Head of School	Autumn 2021	Written information is fully accessible to all with visual impairments / alternative support provided.	Spring 2022
Long Term	People with DSEN may not be able to fully access all areas of the School website.	Audit of website	SENCO / Head of School	Spring 2022	Website is fully accessible.	Autumn 2022