

Blackthorns C P Academy Accessibility Policy 2019-20



This Accessibility Policy is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period from July 2019 – July 2020.

The Disability Discrimination Act definition of disability is 'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities'. The definition includes a wide range of impairments, including hidden impairments. If, for example, a child has an impairment affecting their mobility, sight or hearing, or has learning difficulties, a mental health condition, epilepsy, autism, a speech, language or communication impairment, asthma or diabetes then he or she may have a disability if the effect of the impairment on the child's ability to carry out normal day-to-day activities is 'substantial' and 'long term'. 'Substantial' in the DDA means 'more than minor or trivial'. Long-term means that the impairment has lasted at least a year, or is likely to last for at least a year.

1. We are committed to do our utmost to provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
3. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school where possible. This covers **reasonable** adjustments to the physical environment of the school and physical aids to access education.
 - Ensure access to the curriculum for pupils with a disability and by making reasonable adjustments to the curriculum as necessary to ensure that pupils with diverse needs are not disadvantaged.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events.

Information about our Accessibility Plan will be published on the school website and parents' views are welcomed. We will liaise with other agencies and gain advice in order to ensure provision is suitable and appropriate. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination. The School's complaints procedure covers the Accessibility Plan.

The priorities for our Accessibility Plan are identified below:

Increasing the extent to which disabled pupils can participate in the school curriculum.

Further provisions will be planned to ensure the curriculum offers the progression of knowledge and skills across the academy. This will ensure the inclusion, attainment and progress of pupils', within the academy's enriched curriculum, meet the needs of all pupils regardless of the diversity of their needs. This is led through ambitious subject leadership across the academy.

1. To further raise awareness of medical, emotional needs and educational needs of the children in our academy, through continuing professional training, liaison with agencies and working closely with parents and children.
2. To support emotional and social development of children with diverse needs through increased Learning Mentor support, and Attachment Training undertaken by Learning Mentor and Inclusion Manager. We are also able to refer children to a mental health worker, and employ a therapist from 'Your Space' for an afternoon a week to work with children who are struggling with issues such as anxiety or who have suffered trauma.
3. To support parents and carers with understanding special educational needs and the processes in place to identify and support their children's progress and wellbeing, through the use of Individual Provision Plans; Passports; the School Offer; Parent Forum input; Adopted Parent Support Group and planned target setting with parents, children and teachers.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of educational and social opportunities, whilst recognising the limitations of the school site.

1. Liaise with feeder nurseries and new parents prior to children starting school to ensure, where possible, an appropriate environment is in place, and children are prepared for transition.
2. Within the limitations of the physical buildings and play areas, ensure children are able to play independently and feel safe, by providing different areas of the playground such as quiet areas and games areas.
3. Ensure all hazards, such as steps and trip hazards are clearly marked and children are aware of boundaries. Representatives from the University of Brighton Academies Trust premises team and the academy Premises Manager will review outside areas for health and safety and inclusive practice with a designated Governor on a termly basis and agree a programme of maintenance.

4. Ensure all staff are aware and have the ability to teach the PE curriculum with regard to diverse needs, particularly awareness of asthmatic and diabetic conditions, and hidden learning needs such as ASC and dyslexia, which may hamper children's spatial awareness. A programme of observation and staff training will be monitored by the PE Leader in collaboration with the Inclusion Manager and, if required, Occupational Therapists and paediatricians.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

1. To support pupils with accessing written communication through a range of strategies including large print, simplified language (readability), different languages or illustrations to include visual symbols. Class teachers are responsible for ensuring children's needs are met in this regard.
2. To establish ongoing communication with parents regarding the Disability Discrimination Act through SEN provision planning, regular reviews with parents and children, providing information in the School Offer and SEN Policy, but also signposting additional support and impartial advice.
3. To support parents with accessing written communication through readability checks on letters and policies through Parent Forum Representatives.

Next Steps to consider:

Complete whole staff training on developmental trauma and emotional well-being to ensure consistent strategies are being applied by all staff who have contact with pupils.

Provide staff CPD for teaching PE lessons to further support differentiation of skills.

Reviewed: Summer 2019

Next review: Summer 2020