



Stockwell Academy

Accessibility Plan 2023-2025

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School 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 school site, the curriculum and written information so that all students with a disability can take full advantage of the educational and associated opportunities provided by our school.

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 longterm. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

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; • memory or ability to concentrate, learn or understand;

- perception of risk of physical danger. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. It will be reported on annually in respect of progress and outcomes, and provide a projected plan for the two- year period ahead of the next review date.

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 educational, physical, sensory, social, spiritual, emotional and/or 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 school.

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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- 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 school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Health and Safety Policy (including off-site safety)
- Special Educational Needs and Inclusion Policy
- School Behaviour Policy
- School Improvement Plan
- School Brochure/Prospectus and Vision Statement

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Governor Committee.

PHYSICAL ENVIRONMENT

Process for identifying barriers

- Site Inspections;
- *Monitoring Risk assessments for all outdoor environments to ensure safe access for all pupils.
- Feedback from users of the school;
- Needs review for enrolment of pupils through discussion with the Headteacher, SENCo, relevant agencies;
- IHCP/ SEND Meetings for pupils with SEND/ Medical needs and plans.
- Governor visits Summary

Summary of progress to date in last three years

- Access and Individual Health Care Plans in place for individual disabled children as part of SEND support plan process.
- Multi-agency approach to Sensory/physical support including working with IPaSS PD/HI/VI teams.
- Improved signage and external access for the visually impaired.
- Accessible toilet for disabled pupils/ staff/ visitors with an inbuilt hygiene area.
- Risk assessments in place for all outdoor environments updated and regularly reviewed.
- Ensuring that all pupils with a physical disability can be safely evacuated – Personal Emergency Evacuation Plans included with Individual Health care plans.
- All staff aware of their responsibilities re- evacuation.
- Asthma Friendly award in place to ensure strong approach to supporting medical needs.

Monitoring of plans: Plan to be monitored by Health and Safety Committee of Governing Body/ SENCo and SEN/Inclusion Governor/ Headteacher.

THE CURRICULUM

Process for identifying barriers:

- Monitoring of class teaching, learning support and impact on progress. Ensuring adaptations are suitable and appropriate to individual plans.
- SEND Support Plans and PEP Reviews.
- Reviews of Graduated Responses at least termly to ensure appropriate support, adaptations and provision.
- Feedback and input from parents and external agencies including Outreach Services, Speech and Language Therapy service, City Psychological team, IPASS, School nursing team.
- Trust visits to reflect on plans.

Summary of progress to date in last three years

Visual timetables used in all classrooms.

- A range of teaching methods and styles used to facilitate access for all students.
- A range of curriculum support equipment purchased/ sourced to support access eg. Captain Chairs, writing slopes, coloured exercise books etc.
- A range of support programmes accessed/ staff trained to deliver eg. Motor skills/PECS/ Signing.
- Staff training on Autistic Spectrum Disorders.
- Liaise with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- Tiered intervention.
- System in place for Teacher/TA planning meeting daily and feedback/ evaluation.
- Ensuring that Access Arrangements are made for external examinations (Extra time/ Reader etc).
- Progress Reviews enable all children to discuss their learning.
- Using P scales/ Small Steps where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations.
- Ensuring that school visits and trips are accessible for all students.
- PSHE work focusing on awareness – on going.

Objectives for improvement 2023-2025

- Continue to develop whole school approach to the Graduated response, recording and monitoring provision.
Continue to develop/ evaluate alternative methods of recording to support pupils with needs such as Dyslexia and motor skills disabilities.
Continue to develop adaptations for those pupils with literacy difficulties.
- Continue to develop use of and knowledge of how new technologies can support pupils with SEND, working with agencies for support with recommendations.
- Continue to hold parent/child workshops for those children/ parents with SEND to increase confidence in supporting children's education.
- Continue to monitor participation of children with SEND in afterschool/ extra-curricular activities to ensure equal access.
- Continue to challenge stereotyping through curriculum opportunities.

Monitoring of plans

This plan will be monitored by the Headteacher, Senior Leadership Team/ SENCo and Inclusion Manager

ACCESS TO INFORMATION

Process for identifying barriers

- Feedback from pupils and parents. (Pupil voice)
- Feedback from external agencies.
 - Graduated response reviews
- Individual Health care reviews with CHCP nursing team/ specialist teams.
- Impact of communication in ensuring pupil and parent understanding and participation.

Summary of progress to date in last three years

- Information to parents given in a format that they can access – verbal, large print, via texting service for hearing impaired.
- Changes to how learning information is shared at parent consultations and in school report – clear simple format.
- Quality transition information communicated between teachers/ schools.
- School website allows easier access to information.
- Translators and interpreters are used in meetings when required.

Objectives for improvement 2023-2025

- Involve parents of pupils with SEND in regular group meetings with other parents of pupils with similar needs to allow support and collaboration.
- Work alongside Mental Health Support team (MHST) to support parents/families/ pupils.
 - Continue to identify suitable means of Communication with parents/ carers with a disability, as an identified need arises.
- Continue to develop means of communication with parents/families/agencies.

Monitoring of plans

Monitoring of plans This plan will be monitored by the Head teacher, Governing Body, SLT and ICT co-ordinator.

We will make every reasonable adjustment to ensure everyone can access all that our school has to offer