



## 1. Aims

Under the Equality Act 2010 all schools must have an Accessibility Plan. The purpose of the plan is to;

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

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.

## 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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

Development area	Targets	Strategies	Person responsible	Outcome and by when
Increase access to the curriculum	To ensure that all curriculum activities and extra- curricular activities are accessible to all pupils	The Academy SEF and SEND action plan identifies ways in which the Academy Leadership Team (ALT) will drive forwards improvements in children’s ability to access to curriculum.	CDa, Class Teachers	All staff received training in inclusive classrooms (SEND focused PLM every half term)
		One page profiles & provision snap shots in place for all SEND children.		
		Children with SEND needs will be matched to the Sheffield Support Grid Exemplification (SSGe) to ensure provision is provided in accordance with their level of need.	CDa, Class Teachers	Curriculum designed around the needs of the pupils and local community.
		Regular CPD for Teachers and TA’s in evidence base interventions to support	Class	Staff to ensure wave

		<p>teaching and learning at a wave 1 &amp; 2 level</p> <p>All year groups to have curriculum maps in place</p> <p>To implement curricular reviews (by middle leaders &amp; subject leaders)</p> <p>Quality assurance of curriculum content and delivery (differentiation &amp; provision)</p> <p>When planning visits all relevant risk assessments to be carried out</p> <p>Extend the range of extra-curricular activities to suit individual needs (pupil voice &amp; directed clubs)</p>	<p>Teachers</p> <p>Phase Leaders</p> <p>ALT</p> <p>Class Teachers</p> <p>Inclusion Team</p>	<p>1 &amp; 2 interventions are used consistently as part of classroom practice.</p> <p>List of extracurricular activities including which pupils are involved (half termly)</p>
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<b>Physical improvements to the environment</b>	To ensure the whole academy site is fully accessible	To carefully consider the use of lifts, ramps, footpaths and access for vehicles and pedestrians.	TSh, ALT	All areas of the Building accessible via ramps, handrails Lift available for use by pupils, staff and parents. Disabled parking arrangements in place (Sept 2017).
	Ensure classrooms consider the needs of sensory learners.	Use of sensory toys and principles to be consistently available throughout the Academy.	CDa, Class Teachers	All staff to access training in relation to Sensory Processing Disorder (SPD). SENCO to attend more in depth training to develop practice.

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<p><b>Improving provision of information</b></p>	<p>Develop the use of children’s voice in SEND and learning reviews.</p> <p>Develop accessibility of information for parents.</p>	<p>Use alternative and engaging methods to ensure that children are able to communicate their needs, wishes and feelings.</p> <p>Make links on Academy website to useful resources and information to support parents.</p> <p>Ensure policies and SEND report are up to date and accurate.</p>	<p>CDa</p>	<p>Develop a bank of alternative communication aids to support staff to gain views in a child centered manner.</p> <p>Check and update information on a termly basis.</p>

Plan completed by: Catherine Dalton

Date: 6<sup>th</sup> March 2019