



# Accessibility Policy and Plan

**Policy and plan date: February 2024**

**Review date: February 2027**

Learning at Charville is underpinned by our Core Values

Respect  
Independence  
Self-belief  
Honesty  
Caring  
Determination

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## 1. Scope

This Academy Accessibility Policy applies to all pupils who are on roll at Charville Academy.

## 2. Aim

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

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

The academy aims to treat all of its pupils fairly and with respect. This includes providing access and opportunities for all pupils without discrimination of any kind.

## 3. Legislation

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## 4. Duties

Charville Academy recognises its duty:

- Not to discriminate against pupils with a disability in their admissions and exclusions and provision of education and associated services
- Not to treat pupils with a disability less-favourably
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
- To publish an accessibility plan.

The Governing Board of Charville Academy recognises its duty to:

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

## **5. The Curriculum**

Charville Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **6. Information Collection**

We collect information regarding the needs of pupils from a range of sources including:

- Information from previous settings
- Information from parents/ carers
- Information from a range of professionals
- Information from pupil records provided to the school

All documentation is uploaded to CPOMs (Child Protection Online Monitoring System) and shared with relevant staff.

## **7. Working with Other Agencies**

We take advice on support needed for children with disabilities and work with experts alongside individuals and their families to ensure they have the support necessary to fully include them in the life of the academy.

Examples of the professional the academy currently works alongside include:

- Doctors
- Community Health/Nursing
- Occupational Therapy
- Physiotherapy
- SEND advisory service
- Speech and Language Therapy
- Inclusion Team
- Behaviour Support Team
- Other medical professionals
- Other educational settings.

## **8. Site Accessibility/Adaptation**

Charville Academy consists of a two-storey split building with wide corridors and several access points from outside. The main entrance features a secure lobby with ramp access and has been fitted with a low reception desk, this being fully accessible to wheelchair users. There are accessible toilet facilities available, one in admin corridor, one by the KS2 playground, one in 'The Hub' and one in the dining hall. These are fitted with a handrail and an emergency pull cord. The lower hall is on the ground floor and is accessible to all.

The academy has internal emergency signage and escape routes are clearly marked.

All outside areas are tarmacked and fully accessible to wheelchair users and includes parking bays for those with blue badges.

All classrooms are fitted with appropriate lighting and interactive whiteboards, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed for example magnifiers, IPADS and laptops. Radio transmitter equipment is hired from the local authority when required for pupils with a hearing impairment.

In addition to the above the Hub is fitted with sound baffling and has a low level of visual stimulation to reduce the impact on pupils attending the provision.

All children have opportunities to join age relevant extra-curricular activities, including residential, beyond and within the school day. All children are included in a range of educational visits which support and stimulate the academy curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other adults involved with children who may have special requirements and from the health and safety adviser.

The academy makes additional provision for pupils with special educational needs and disabilities to access the curriculum through the Inclusion Manager and SENCO.

## **9. Accessing the Plan**

The academy makes its accessibility plan available on the academy website and in different formats such as large print upon request.

## 10. Accessibility Plan – Charville Academy 2024 - 2027

	Issue	Action (s)	Who/Timescale	Success Criteria	Monitoring Who/How?
Improving curriculum access	For all teachers to be ‘teachers of children with Special Educational Needs’.  To offer a differentiated curriculum for all pupils.	Training for teachers and support staff on different aspects of SEND	Teacher, SENCO and CPD lead	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum	Middle and Senior Leaders through observations
	For children’s needs to be met through appropriate deployment of learning support staff. (SEN, EAL, PP, Medical, Persistent absentees, CIN, CP)	Audit of pupil needs  Staff deployment adapted to best meet the needs of pupils	Inclusion Lead, SENCO, TA Lead, SLT to review throughout the year as required	Impact analysis demonstrates identified children are making accelerated progress, additional needs are being met – observations, data	SLT, Middles Leaders, Governors through observations, data and book monitoring
	Access to the curriculum for those with specific learning difficulties	Review the needs of identified children and provide all relevant training and resources  Small group provision (CLIC) for relevant pupils – Personalised curriculum in liaison with relevant professionals  Admission to ‘The Hub’ in liaison with the LA SEND Team	SENCO	All children have access to resources and programmes to remove any barriers to learning enabling children to make appropriate progress	SENCO, TA Lead and Inclusion Manager through discussion at annual reviews and APDR meetings
	Children with SEN and parents to be included in decisions about support options to ensure provision is child led and outcomes focused.  Curriculum progress is tracked for all pupils including those with a disability.	3 Personal Education Plan (PEP) meetings to be held per year  Transition appropriately prepared for	Class Teachers/SENCO – Throughout the year	All children have appropriate outcomes set that will support them in closing the gap in their learning with their peers	SENCO through APDR meetings and annual reviews

	For all pupils to have access to curriculum trips and visits as well as wider aspects of academy life such as university challenge and after school clubs	Pupil needs to be planned for to ensure activities are where appropriate accessible for all	Class Teachers/SENCO/Inclusion Manager/Welfare Officer	All children are supported to access wider aspects of academy life	SENCO/Inclusion Manager/Headteacher
Improve and maintain access to the physical environment of the academy	For children's needs to be met through appropriate and reasonable adaptations to the physical environment, timetabling and resources.	Children are able to move freely around the academy environment with appropriate adaptations to meet individual needs which may include allowing children to leave class a few minutes earlier to ensure they feel safe and secure on the stairs and in the corridors	SENCO/Inclusion Manager/Headteacher	All Children feel safe walking through the academy	SENCO, Inclusion Manager and Headteacher
Improving the delivery of written information	To ensure the availability of written material in alternative formats (wherever possible) as required by the pupil and parent/carer population.	Continue to review all current academy publications and promote the availability in different formats for those who require it	Class Teachers/SENCO /Inclusion Manager/Office Staff	The academy will be providing written information in different format/sizes when required for individual purposes	SLT and Governors throughout the year
	To ensure the availability of appropriately sized written materials for pupils/parents with a visual impairment.	Increase use of pictorial/symbolic representation to support pupils	As required by the changing population		

## **11. Equal Opportunities**

At Charville Academy we recognise the importance of providing all pupils with equal opportunities in order to comply with the Equality Act 2010. This policy identifies the ways in which the academy aims to ensure opportunities are accessible to all pupils.

## **12. Relevant policies**

- SEND Information Report
- Single Equality Scheme
- SEND Policy
- Medical Needs Policy
- Personal Care Policy
- Health and Safety Policy

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**Approved by:** FGB

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