



Accessibility Policy and Plan

Policy date: April 2020
Review date: April 2023

Plan date: April 2020
Review date: April 2021

Learning at Charville is underpinned by our Core Values

Respect
Independence
Self-belief
Honesty
Caring
Determination

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1. Scope

This Accessibility Policy and Plan has been written to meet the requirements of the Academy to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEND Code of Practice 2014. 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.

2. Introduction

The definition of disability as defined by the Equality Act 2010 states that a person has a disability if:

‘They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.’

Under the SEND Code of Practice (2014) ‘long term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This 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 policy complies with our funding agreement and articles of association.

3. Duties

Charville Academy recognises its duty:

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

The Governing Board of Charville Academy recognises its duty to:

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

4. 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.

5. Information collection

How we collect information about our pupils we:

- Collect information from the Early Years or previous settings, so that we are prepared for children when they arrive at the academy
- Liaise with parents and professionals involved with the children to ensure we provide the right care for their needs
- Undertake home visits for all children beginning Nursery or Reception and if any children have additional needs the LA and health advisers are contacted for support and guidance
- Contact previous setting for in year admissions
- Arrange meetings with all parents who on application state their child has an EHCP, Statement or SEND need
- Hold transition meetings between class teachers each year
- Have members of staff in the Early Years have current Paediatric First Aid qualifications
- Have SEN files on the system which contain records of the children's needs
- Complete Health Care Plans for all children with medical needs. Personal care plans completed for those who require personal care.

6. Academy Population

We currently have children with the following disabilities on roll:

- Asthma
- Hearing impairment
- Visual impairment
- ADHD
- ODD
- Anaphylaxis
- ASD
- Dyslexia
- Dyspraxia
- Mental illness
- Physical Impairment
- Other medical conditions

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.

The academy currently works alongside:

- Doctors
- Community Health/Nursing
- Occupational Therapy
- Physiotherapy
- Sensory Impairment Team – Teachers for the deaf/visually impaired
- 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 disabled toilet facilities available, one in admin corridor, one by the KS2 playground 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.

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 officer.

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

9. Areas for Development

The three areas considered in the action plan are:

A. Increasing access to the academy curriculum

This includes learning and teaching and the wider curriculum of the academy including extra-curricular activities and educational visits. Improving the quality of learning and teaching lies at the heart of the academy's work. Through self-review and Continuous Professional Development, the academy aims to improve and enhance staff knowledge, skills and understanding to promote excellent learning and teaching opportunities for all children. We aim to meet every child's needs within inclusive classes.

Charville Academy has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents and practitioners
- Staff training on specific learning needs e.g. autism and mental health including behaviour and attachment.

B. Improve and maintain access to the physical environment of the academy

This includes improvements to the physical environment of the academy and physical aids to access education.

Charville Academy will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Previous adaptations made to the academy include:

- Fully equipped disabled toilets
- Purchase of resources to support with self-care needs
- Purchase of sleeping facilities to meet the needs of a disabled pupil
- Staff trained to support children with medical needs
- Provision of two disabled parking bays on site
- Purchase of accessible technology.

C. Improving the delivery of accessible information to disabled pupils and/or parents and carers

This will include planning to make written information that is normally provided by the academy to its pupils available to disabled pupils.

In planning to make written information available to disabled pupils and/or parents we will establish the exact need and then meet it. We will use advice from the expertise sought and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

10. Accessing this Plan

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

11. Relevant policies

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

Written by: Inclusion Manager

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12. Accessibility Plan – Charville Academy 2020 - 2023

Plan 2020 – 2023	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	SENCO – Spring 2021 and then periodically throughout the school years	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 Lead 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 and Inclusion Lead 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	Pupil needs to be planned for to ensure activities are where appropriate accessible for all	Class Teachers/SENCO/Welfare Officer	All children are supported to access wider aspects of academy life	SENCO/Inclusion Manager/Headteacher

	school clubs				
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/Headteacher	All Children feel safe walking through the academy	SENCO, Inclusion Lead 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.	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		

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