



# Accessibility Plan

<b>Date</b>	<b>Amendment</b>	<b>Approval</b>
4.3.15	Reviewed by governors – no changes	FGB
29.3.17	FGB review; evaluation of progress towards objectives	FGB

## **Introduction**

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools/academies need to be aware of.

### **Key points**

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

For the most part, the effect of the new law is the same as it has been in the past – meaning that schools/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Viewley Hill Academy is committed to equality of opportunities in all aspects of our provision and further information on how we endeavour to meet our responsibilities can be found in the school Equality Policy.

### **Special provisions for Disability under the Equality Act 2010**

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

### **The purpose and direction of the academy's plan: vision and values**

Our school vision demonstrates our commitment to helping our pupils achieve their potential and to tackle barriers that can oppose this. Viewley Hill Academy has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The academy:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

### **Information from pupil data and academy audit**

The presence of any disabled pupils in the academy and the patterns of their participation in the life of the academy are detailed in the SEN register and provision map.

### **The main priorities in the academy's plan**

Viewley Hill Academy has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

### **Management, implementation and publication**

The accessibility plan supports and is supported by other academy policies:

- School Improvement Plan
- SEN policy
- Equality policy
- Premises Management policy
- Health and Safety Policy

The Access plan will be reviewed and revised annually by the SLT and the Governing Body. The review will use the academy provision mapping system, children's individual access plans that are encompassed in IEPs, data set monitoring information and the priorities in the School Improvement Plan.

The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan will be published on the Academy website and can be available as a paper copy from the academy office.

## VIEWLEY HILL ACADEMY ACCESSIBILITY PLAN

**Increase the extent to which disabled pupils can participate in the school curriculum**

Targets	Strategies	Timescale	Who	Success Criteria	Evidence
1.Ensure lessons are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles eg questioning techniques, partner/group work, peer tutoring, visual timetables	Ongoing	Class teachers, support staff	Children make good progress and meet their targets	Lesson observations; planning; children's work; pupil progress data;
2.Support to meet individual's needs when taking part in lessons, taking tests etc will be provided as and when required.	Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required	Ongoing	Class teachers, support staff	Children achieve well in accordance with their ability	
3.Organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students	Ongoing	Class teachers, support staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	

1. Teachers employ a range of learning styles to engage and include all children. Visual timetables are used to pictorially represent the day's learning. In PE, children who are unable to take part due to a disability are encouraged to take notes on the lesson, act as referee or to give challenges to high attainers. Peer and group talk is employed throughout the curriculum to engage children and ICT is used effectively to represent learning in a variety of ways. Children will sit in a mix of ability streamed groups and mixed ability groups to allow interaction with a range of children, to support children within a small group, and to gain support from peers.

2. Work with learning and language team and educational psychologist is having positive impact on children and has also offered CPD to staff members. Some adapted equipment includes: coloured overlays; biros instead of handwriting pens; ipad dictation tools; enlarged worksheets; writing slopes; a wide range of pencil grips; and dark pencils. Children on the SEND register with a disability are entitled to termly, SMART targets which are reviewed by parents and teachers. This support plan will include clear details of the provision provided and the outcomes expected. In some cases, the child may require a higher level of support, which will provided through high

needs funding or an Education Healthcare plan. Children with a disability which does not affect their learning and progress will be set a healthcare plan to ensure that they are able to learn at the same rate as their peers without special needs or a disability. These are displayed in the staffroom and can be accessed by all staff. When out of the school environment, a thorough risk assessment is completed to ensure that all children with a disability are safe and fully engaged with the experience. This could include booking accessible buses, enquiring into a venue's toileting facilities, looking at plans of venues etc. Additional adults would be released from class to support children with disabilities on these occasions.

- Teachers try children with different positions in the class to maximise learning for hearing and visually impaired children. Other children work around these children once the best position is decided upon, adults move to child rather than child moving to adult. Furniture and class layout is moved permanently to make movement easier for children in wheelchairs. Portable wheelchair ramps are added outside classrooms to allow children to get from classroom to playground, hall etc. at the same rate as other children (these children may be given a slight head start so that they do not miss out on any school experiences).

**Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Targets	Strategies	Timescale	Who	Success Criteria	Evidence
4. Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment.	Develop an indoor lunch club with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; Provide outdoor quiet spaces on both playgrounds	ongoing  ongoing	HT, school council, lunch staff and TAs	Children are happy and engaged in purposeful activities during lunchtime	Observations; pupil consultations
5. Monitor the physical environment to identify areas that may require attention	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas		Business Manager, Caretaker, H&S Adviser, all staff	Premises are safe and accessible to whole school community;	H&S inspection reports; Records of building work

- Sports leaders in KS2 work on a rota to engage children in games and physical activity at lunchtimes, focusing in particularly on vulnerable groups. Miss Hewison also runs games at lunchtime, both inside and outside to ensure all groups are engaged in these tasks. Children with disabilities are also supported by playground buddies, who are also KS2 children. Sometimes, older children will choose buddies from their own class to ensure that their friends are fully involved in playtime activities. These friends may accompany their peer with a disability to be first in for lunch (only if necessary) to ensure that they can move around the dinner hall freely and safely. Arrangement are made for these children to each their lunch, such as larger tables. Lunchtime

clubs may also be ran by TAs, such as Miss Robinson and Mrs Atkinson, to add structure for those children who may struggle with this free time.

5. The school business manager works closely with the site manager to ensure that all areas of the school environment, both the building and grounds, are accessible and safe for all children, including those with a disability. The school has recently employed a rigorous and clear reporting procedure to identify any potential risks, including incidents known as 'near misses.' There is a reporting sheet in the staffroom that staff can use to record concerns about the safety and accessibility of the school environment. All building work is completed using approved contractors and, when at all possible, during school holidays. In the rare instance when building work is completed in school time, teachers are given reasonable notice to make the needed provision so to not disrupt the learning of any child. These provisions are agreed by the head teacher. Within the last calendar year, the school has invested in an expert advisor on health and safety in the school environment for all children. Some changes were immediately made based on this feedback. This advisor then completed an additional day to look at improvements made and to complete staff training with all staff. This was attended by all teaching and support staff, as well as the site manager and all dinner staff.

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

Targets	Strategies	Timescale	Who	Success Criteria	Evidence
6. Written material for pupils available in alternative formats	Reduced/ simplified amounts of text, larger print size; use of a reader where appropriate	Ongoing	Class teachers, support staff	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes	Lesson observations; pupil consultations; planning

6. We have worked closely with a consultant paediatrician and also the visually impaired services to improve our provision for children with visual impairments. The class teacher and SENDCo have also worked in partnership with parents. Some suggestions that have been implemented are as follows:
- Writing slope with area to put whiteboard or text – this brings the children’s work and text closer to them. It also ensures that the child does not have to look at the whiteboard constantly and has their own version of the text.
  - Darker pencil – this allows the children to read their own work more clearly and read their work aloud to themselves and others.
  - Enlarged and differentiated text – Some children with visual impairment may require less text on a page; others may need texts enlarging. Both are happening regularly, which is evidenced in books. Pictures and other activities such as maps and diagrams are also enlarged.
  - We are currently looking at the possibility of investing in large print books for children with visual impairment.