**ALL SAINTS
MULTI ACADEMY TRUST**
BIRMINGHAM
GOD'S LOVE IN ACTION

Policy Name:
Accessibility Plan

Policy Group:
Health and Safety

Committee reviewed by:
Resources Committee

Contents

Page

Mission Statement

All Saints Multi Academy Trust, Birmingham
God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

1.0   Aims of policy

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

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

1.1   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. We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:
- provide a structured, caring, learning environment, using those experiences which children bring to school.
- form positive partnerships between home, school and community.
- prepare children for living in a multicultural society and build upon the strengths of cultural diversity.
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development.
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve.
- prepare children for their future role in society developing their knowledge, skills and attitudes.

1.2   The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

1.3   Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

1.4 We have included a range of stakeholders in the development of this accessibility plan, including the executive head teacher, SENDCo, leadership team, management team and the board of directors.

2.0   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.

2.1 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.

2.2 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.

2.3 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.

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

3.0   Action plan

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Types of Evidence	Dates (from and to)
		What/How	**Lead**	**Resources**		
To improve provision for pupils with SEND	C, E, I	Audit of experience, training and confidence and CPD needed for staff.	SHSI SENCO	Staff questionnaire and feedback re: SEND. INSETs on different types of SEND provision.	Pupil feedback Staff feedback Classroom observations INSETs scheduled to support SEND Pupil progress data	2020-2021
		Audit of learning experience of all SEND children to identify strengths and weaknesses.	SHSI	Learning walks, discussions with SIP, Environmental audits, student interviews.		By July 2020
		Team teaching scheduled to give teachers access to experienced staff for help to improve their practice for SEND pupils.	SHSI SENCO	Deploy HLTAs to cover experienced teachers so they can spend time with more inexperienced staff.		Sep 2020-July 2021
To improve access, progress and participation for children with communication and interaction needs.	C, E, I	To extend the use of Makaton by ensuring all staff trained to level 1.	SENCO	Send HLTA on CAT led training day. Use INSET time for HLTA to share what they have learnt.	Learning walks Caseload notes from SALT Environmental checklist	By July 2021
		To extend the use of Communication in Print to each phase.	SENCO ICT Manager	Extend school licence. Ensure technology accessible on a computer in each phase.		2021-2022
		Speech therapist to develop staff skills.	SALT SENCO	SALT hours used to support staff through delivering training, observation of 1:1 therapy and strategic planning for continued provision.		Ongoing – review on termly basis
To improve access, progress and participation for children with sensory and physical needs.	C, E, I	Meet children's sensory needs through access to sensory resources e.g. toys or TACPAC when required.	SENCO CAT EP	TACPAC subscription Sensory toys and materials needed for program.	Parent feedback Staff confidence in meeting needs	By Dec 2020

				Display in intervention room about sensory needs.	Evaluation / Monitoring impact of interventions	Ongoing – review on termly basis as need arises
		Develop fine moor and gross motor groups across school if/when necessary	PE & Wider Schools Leader	Letters to target children, addition to Active Club hours – consider how staffing for Active Club affected.		
		Sensory differences profiles completed for children with SP needs.	CAT	Use CAT hours to complete baseline profiles using information from school and families. Phases to keep updated and audit their environments.		Ongoing
To improve access, progress and participation for children with cognition and learning needs.	C, I	All staff to be trained on use of toolkit assessments and ITPs (individual target plans).	SENCO PSS	PSS hours to support development of ITPs and toolkit tracker training. License fee for toolkit tracker. Training day for toolkit tracker.	SEN folders Toolkit tracker information Children's books / work	By July 2020
		Staff can differentiate work appropriately for all learners in class.	SHSI SENCO	Deliver INSET training to support SEND knowledge and strategies for differentiation.		2020-2021
		Develop top tips for class teachers to practice 'quality first' teaching.	Management team	INSET hours and development time.		2020-2021
To improve access, progress and participation for children with social, emotional, mental health needs.	C, E, I	Develop a team of ELSAs (Emotional Learning Support Assistants).	EP SENCO Head of Pastoral Care	To be costed – approximately £200 annual cost per ELSA with additional initial training in year 1 of £400.	Parent feedback Decrease in challenging behavior in class	2020-2021
		Explore a suitable space for ELSA team to work.	LT	To be costed.		2021-2022
To improve the provision of ICT equipment for pupils with SEND.	C, I	Source devices to support pupil with high needs.	ICT Manager	Second-hand device approx. £120	Pupil feedback Parent feedback	By July 2020
		Explore options of Rix-Wiki pilot for children with EHCP	SENCO	CAT hours		2021-2022

4.0   Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.
It will be approved by the resources committee.

5.0   links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Medical conditions policy
- Special educational needs (SEN) information report
- Premises management
- Quality environment policy
- Equality information and objectives - publications

Appendix 1: Accessibility Audit – Physical Environment

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Appendix 2: Accessibility Audit – Training, Curriculum and Accessibility

Please answer all questions in this audit. The comments column is for your use. You may wish to indicate links to other school plans.

1 =	Yes, completely
2 =	Almost – working towards meeting the guidance
3 =	Partially
4 =	Not yet considered

Section 1: Disability Awareness/Training	1	2	3	4	Comments for School use
1 Do you provide disability awareness training to enable all staff to understand and recognise disability issues?					
2 Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?					
Section 2: How does your school deliver the curriculum?					
3 Do all staff seek to remove all barriers to learning and participation?					
4 Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?					
5 Are all children encouraged to take part in music, drama and physical activities?					
6 Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?					
7 Do all staff recognise, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?					
8 Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?					
9 Do you provide access to appropriate technology for those with disabilities?					
10 Are school visits, including overseas visits, made accessible to all children irrespective of attainment or disability?					

Section 3: How does your school deliver materials in other formats for ANYONE who needs it?	1	2	3	4	Comments for School use
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?				
12	Do you have the facilities such as ICT to produce written information in different formats?				
13	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?				
14	Is furniture and equipment selected, adjusted and located appropriately?				
15	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?				

Section 4: Is your school designed to be accessible and meet the needs of ALL pupils?	1	2	3	4	Comments for School use
4a	**General**				
16	Are pathways and routes logical and well signed? (both internal & external)				
17	Do you have emergency and evacuation procedures to alert ALL pupils?				
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?				
19	Do furniture layouts allow easy movement for pupils with disabilities?				
20	Are quiet rooms/calming rooms available to children who need this facility?				

4b	**Getting To The Building**	Yes	No	N/A	Comments for School use
21	Are car park spaces reserved for disabled people near the main entrance?				
22	Are there any barriers to easy movement around the site and to the main entrance?				
23	Are steps needed for access to the main entrance?				
24	Do all those steps have a contrasting colour edging?				
25	If there are steps, is a ramp provided to access the main entrance?				
26	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?				
27	Is it possible for a wheelchair user to get through the principal door unaided?				
28	If no, is an alternative wheelchair accessible entrance provided?				

4c	Internal Facilities	Yes	No	N/A	Comments for School use
29	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?				
30	Do all internal doors allow a wheelchair user to get through unaided?				
31	Do all the corridors have a clear unobstructed width of 1.2m?				
32	Does the block have a wheelchair accessible toilet?				
33	Does the block have accessible changing rooms/shower facilities?				

4d	Vertical Movement					
		a	b	c	d	Comments for School use
34	How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey					
		Yes	No	N/A		Comments for School use
35	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?					
36	Is there a continuous handrail on each internal stair flight and landing?					
37	Does the block have a lift that can be used by wheelchair users?					
38	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.					
39	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?					

4e	Sensory Impairment					
		1	2	3	4	Comments for School use
40	Are non-visual guides used to assist people to use the buildings?					
41	Could any of the décor be confusing or disorientating for pupils with disabilities?					
		Yes	No	N/A		Comments for School use
42	Is a hearing induction loop available (either fixed or portable) in the school?					
43	Does the block have a 'Soundfield' sound reinforcement system?					
44	If there is a 'Soundfield' system, in what area?					
45	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)					