

Eaton Bank Academy

Accessibility Plan



Approved by SID 13th June 2022

Date of next review: June 2025

This policy will be reviewed every 3 years or sooner in the light of operating procedures and/or changes in regulation and/or legislation.

ACCESSIBILITY ACCESS PLAN

June 2022

THE PURPOSE AND DIRECTION OF THE SCHOOL PLAN

As a school we are committed to providing a physical and learning environment that provides access to a broad and balanced curriculum, irrespective of special need or disability. We have high aspirations for all our pupils and expect each to achieve and participate in all aspects of school life.

INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. Using the definition, the range of disabilities currently experienced by our pupils includes physical, visual, hearing, communication, learning and medical.

VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

We acknowledge the importance of consulting with all stakeholders (pupils, parents, staff and outside agencies) in order to improve our provision and this is included in our action plan.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this.

This action plan will be reviewed each year and up-dated where necessary to take account of improvements made, available resources and the changing needs of disabled members of our school community.

The plan sets out our proposals in the three areas required by the planning duties in DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum:
- Improving 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.

IMPROVING ACCESS TO THE CURRICULUM AND DELIVERY OF WRITTEN INFORMATION

Targets	Actions	Outcomes	Timescale	Responsibilities
1. Continue to increase the confidence of staff in differentiating the curriculum and meeting needs of learners	Assign in-service time to training	Raised confidence of staff in strategies for differentiation and increased pupil participation	On-going Staff training during academic year, on-going.	Deputy Headteacher SENCO (Special Educational Needs Co-ordinator) Assistant SENCO CPD (Continuing Professional Development) Lead
2. Ensure all staff are aware of needs and support strategies for disabled pupils and that the views of parents and pupil are included	Continue to review and issue termly up-dated information in individual profiles Views of pupils and parents are included and shared from Special Educational Needs Support Plan meetings Maintain system for information to be shared with appropriate staff	All staff aware of how to support learning needs of pupils through Special Educational Needs Department booklet plus access via SIMS	Each term	SENCO, Assistant SENCO and LSA (Learning Support Assistant) team
3. Promote positive disability messages to pupils	Plan and deliver assemblies across year groups	To increase awareness of pupils of the positive contribution of disabled people in society Assemblies during Disability Awareness Week Opportunities in PSHE.(Psychological, Social, Health & Emotional)	On-going	SENCO, Assistant SENCO Heads of Faculty and supported by the PSHE Co-ordinator
4. To encourage the use of ICT (Informational & Computer Technology) to develop independent	Audit of pupils who would benefit. Staff to be aware of pupils. Laptops to be	Increased use of laptops in-class to support pupils challenged by their reading and/or writing skills	On-going	SENCO, Assistant SENCO Literacy HTLA,(Higher Level Teaching Assistant) teaching staff, ICT Team

reading and/or recording in lessons	readily available			
5. Ensure views of disabled students are heard and responded to.	Include views of students regarding access issues.	The needs of disabled students are being heard and acted upon where possible through SEN Focus Plans	On-going	SENCO Assistant SENCO SEN (Special Educational Needs) team

IMPROVING THE SCHOOL ENVIRONMENT

All school buildings are wheelchair accessible, have lifts for accessing the upper floors and contain disabled toilets. Disabled parking spaces are available on the Sports Hall car park.

Much work has been done over the last five years to improve the physical environment in the renovation of buildings and departmental areas across the school: refurbishments have included contrasting colours on paintwork, handrail amendments, large monitors, improved signage and consideration given for the needs of disabled users and visitors. During 2018, disabled refuges were installed in all upper floor locations

Targets	Actions	Outcomes	Timescale	Responsibilities
1.Improve provision for Hearing Impaired students and visitors	Purchase and install Portable Loop System in Reception area	Improved access for Hearing Impaired users	By December 2022	Strategic Business Manager Facilities Manager