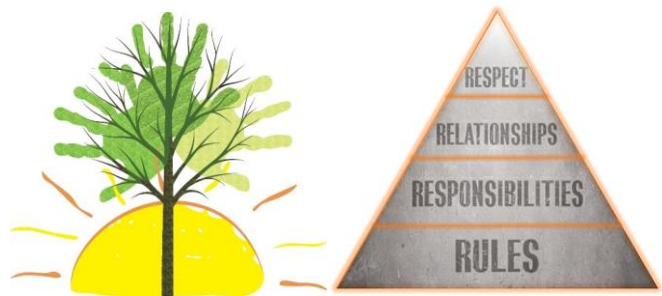




ACCESSIBILITY PLAN POLICY



PART OF SHINE MULTI ACADEMY TRUST

COMPANY NUMBER 081634448

Management log

Document	Accessibility plan
Author	Senior leadership team
Person responsible for the policy	Headteacher
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Signed	Signed

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Document history

Version	Date authored	Author	Date approved	Date issued	Comments
V1	March 2020	Senior leadership team	2 July 2020	3 July 2020	Secure accessibility plan
V2	November 2022	Senior leadership team	14 November 2022	15 November 2022	Review and ensure the school is accessible for all stakeholders

Policy

Access via

Child protection/safeguarding/
PREVENT

<https://www.shine-mat.com/pupil-welfare/>

Access arrangement plan

<https://www.whitemooracademy.co.uk/policies/>

Behaviour

<https://www.whitemooracademy.co.uk/policies/>

Equality

<https://www.shine-mat.com/pupil-welfare/>

Health and safety

<https://www.shine-mat.com/business-and-personnel/>

The Hive

<https://www.whitemooracademy.co.uk/policies/>

SEND

<https://www.whitemooracademy.co.uk/policies/>

SEMH	https://www.whitemooracademy.co.uk/policies/
Safer recruitment	https://www.shine-mat.com/business-and-personnel/
Whistleblowing	https://www.shine-mat.com/business-and-personnel/

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1. Equality

1.1 SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders¹ will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Aim

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

- Increase the extent to which disabled pupils can participate in the schools' curriculums
- Improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the schools
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

2.2 Whitemoor Academy strives to treat all children equally and with respect. This involves providing access to the curriculum without any discrimination. All children receive guidance and support tailored to their unique and specific needs, and we acknowledge every child as an individual.

2.3 Whitemoor Academy is also committed to ensuring all staff are trained in equality issues, with reference to the Equality Act 2020, including understanding disability issues.

This plan will be available on the school website and paper copies are available upon request.

3. Legislation and guidance

3.1 This document meets the requirements of [schedule 10 of the Equalities Act 2010](#) and the Department for Education (DFE) [guidance for schools on the equality act](#)

¹ SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its pupils, including premises staff, administrators, teachers, support staff, pupils, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

3.2 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.

3.3 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 disabled pupil faces in comparison with nondisabled pupils. 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. The accessibility plan

4.1 This plan summarises our development priorities in the three areas specified by the Disability Act (see introduction above). The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

5. Improving access to the physical environment

5.1 The school environment already incorporates many features to ensure accessibility to students with disabilities.

5.2 These include:

- a) One classroom in each year group ramped inside and outside the classroom.
- b) A disabled toilet located centrally in school including a changing bed.
- c) All areas of school that are used by all children are accessible with emergency exits all ramped (school hall, music room, ICT suite)
- d) A specialist sensory room built in 2015 encompassing light, touch and sensory technology that can be accessed regardless of specific need.

6. Three-year plan

	Targets	Actions	Timescales	Responsibility	Outcomes
Short Term	1. Moving & Handling training – Oakfield special needs school.	<p>Refresher training to be arranged for all staff needing it.</p> <p>New members of staff to be trained as reserve staff in the event of staff absence.</p>	Academic Year 2022/2023	SENCO	School will have 6 members of staff trained to move children with PD (cerebral palsy/down syndrome) from wheelchairs to specialist seating. This will ensure that we have enough members of staff trained to ensure children can always attend.
Med Term	1. Permanent ramp built for access to The Hive KS1.	School to support the building of a permanent ramp into a classroom used as The Hive (currently a portable ramp used)	Academic Year 2023/2024	SLT/ HLTA	All children are able to access The Hive KS1 regardless of mobility needs by using a purpose built permanent ramp.

Long Term	1. Build of a brand new purpose built SEN classroom with changing facilities/sensory space and outdoor area. All fully accessible.	LA working with school to build an SEN classroom to provide additional space for EHCP children in school. Currently at planning stages.	Academic year 2024	SLT SENCO	A full accessible, purpose built classroom to allow SEN children a safe and additional space to be in school.
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7. Improving access to the curriculum for pupils with a disability.

7.1 Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the student and parents about proposed alternative arrangements.

7.2 The school curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom.

7.3 Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support students with special educational needs and disabilities (SEND).

7.4 This includes:

- a) Identification of SEND at a very early stage supported by individual provision maps, meetings with parents and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their care, including sharing progress reports, medical reports and advice from professional services where appropriate.
- c) Listening to student and parent/carer views and considering them in all aspects of school life.
- d) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- e) Specific specialist staff intervention to build skills in small groups and/or adapted timetables.
- f) Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- g) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.

8. Three-year plan

	Targets	Actions	Timescales	Responsibility	Outcomes
Short term	1. Ensure new staff receive specific training for the needs of the children they work with.	Arrange relevant training for new staff and existing staff.	Ongoing from September 2022 - 2025	SENCO and SLT	Staff are more confident and skills set of the staff improves.
Medium term	1. Improve access to wider school life for pupils with additional needs and disabilities.	Audit after school clubs for pupils with disabilities and additional needs and use this to try and improve participation levels.	2023 - 2024	SENCO	More pupils are able to access after school provision.

Long term	1. Develop links with special schools to develop accessibility to our school curriculum.	Work with local special needs schools and the LA to develop further how our SEND pupils access the curriculum.	2022 - 2025	SENCO	Access to curriculum continues to develop and improve.
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9. Improve the delivery of information to pupils with a disability

9.1 Teachers and TLAs consider the needs of each SEND student and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all students. Visual and audio information is now as common as written information.

9.2 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops, iPads and other digital technologies.
- c) Voice activated software for use in lessons.
- d) Coloured overlays for text.
- e) Tactile resources.
- f) Readers and/or scribes in exams, where appropriate

9.3 The following opportunities to improve further will be explored: a) Opportunities provided by digital technologies. b) Regular clear and relevant information to parents in home language if required.

10. Three-year plan

	Targets	Actions	Timescales	Responsibility	Outcomes
Short term	1. To ensure all children, who need one, have access to consistent visual symbols across school.	Audit all children in school with a need highlighted in Communication and Interaction on the SEN register. Provide teachers/TAs with the means to create VT for all these children.	2022-2023	SENCOs Teachers TAS	All children have access to visuals where they would benefit from them.
Medium term	1. To develop internal signage to ensure all children can access them.	Develop internal signage to reflect the need	2023-2024	SEND team	School becomes more accessible to all children/parents/visitors.

		in school. Consistent signs and symbols used.			
Long term	1. To ensure all children with a Visual Impairment have access to signs and symbols in school in an appropriate font size.	Training for teachers and TAs about using signs and symbols for all children with C&I throughout school. Audit to see the best font size to use and work with sensory team.	2024 - 2025.	SLT/SENCO Teachers TAs.	All children in school who would benefit from Signs and Symbols have access to it with a focus on VI children.

11. Responsibilities

11.1 All staff are responsible for identifying and removing barriers to learning for disabled pupils. All leaders are responsible for improving accessibility within their area of responsibility. The Governing Body is responsible for the approval of this plan. The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan. The SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs.

12. Review

12. The views of disabled students and parents will feed into the review.