



East Park

East Park Academy Accessibility Plan 2018-2021

This Accessibility Policy and Plan are drawn up in compliance with the current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

At East Park, we are committed to providing an accessible environment which values and includes all pupils, parents, visitors regardless of the education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop cultural awareness, tolerance and inclusion.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We feel that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

East Park Academy plans, over time, to ensure accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan is drawn up to cover a three year period. East Park's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The plan will be updated annually and contain relevant information in relation to:

- Improving access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education
- Increase access to the curriculum for pupils with a disability, explaining and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as able-bodied pupils. (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe

We acknowledge that there is a need for ongoing awareness – raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the following policies and documents:

- Curriculum Policy
- Health and Safety Policy
- Behaviour Policy
- School Improvement Plan
- Special Educational Needs
- Teaching and Learning Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Educational and Residential Visits Policy

The School's Special educational needs and Disabilities Policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities. Working with the LA and Educational Psychologists, the SENDCo manages the Statutory Assessment Process, ensuring that additional resources are available where appropriate.

East Park Academy works closely with a range of specialist services including:

- Sensory Inclusion
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy
- Wolverhampton Outreach Service
- CAMHS

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It will be revisited prior to the end of each three-year plan period in order to inform the development of the New Plan for the following period.

Improving Inclusion and Accessibility

To increase the extent to which pupils with disabilities can access and participate in the school curriculum.

To improve provision for pupils with dyslexia and pupils with Specific Learning Difficulties (to respond to increase in numbers of children with SEN targets to support these identified issues across the school)

To improve the physical environment of the school for the purpose of increasing the extent to which pupils, parents and community members with disabilities are able to take advantage of education and associated services provided by our school and ensure our school is an inclusive setting.

To improve the delivery to pupils with disabilities, parents and carers of information, this is already provided in writing to pupils who are not disabled.

SUCCESS CRITERIA

Procedures set in place to support children with specific needs who are new to Nursery and Reception

Collaborative working approaches with parents/carers and key professionals to support pupils with disabilities in accessing and participating in the curriculum
Staff training via Outreach and SEND specialist Teacher to support individuals and/or teachers

Improved delivery of curriculum to pupils with disabilities through staff taking part in training.
Increased staff awareness and understanding of how to effectively support pupils with dyslexia, pupils with Specific Learning Difficulties

SEN and inclusion regular item on staff meeting agendas to update whole staff on good practise disseminated via LA web pages and training
SENCO and Assistant SENCO taken part in.

SENCO to attend network meetings and Hubs to ensure have the latest information to disseminate to staff

Improved communication of information using a range of resources/software in order to support pupils and parents and carers with disabilities

Objective: To further improve access for all pupils to the curriculum (teaching, learning and resources)

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs.

Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

ACTION	SUCCESS CRITERIA	TIMELINE	RESOURCES COSTINGS	REPORT TO
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	To identify pupils who may need adapted or additional provision	Sept 2018 on going		Whole staff Governors
To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision / transition to and from school			
Organise further training for staff on differentiating the curriculum specifically children with ASD	All staff taken part in training on differentiating the curriculum for children with specific difficulties and needs – QFT / differentiation/		Directed Time staff meetings led by LA (area team)	Whole staff Governors
Implement all key actions generated by staff from training	Teachers are able to more fully meet the requirements of children with specific learning needs. Increase in access to the National Curriculum			

ACTION	SUCCESS CRITERIA	TIMELINE	RESOURCES COSTINGS	REPORT TO
<p>Review all statutory policies to ensure they comply with the Equality Act 2010 and reflect inclusive practice and procedure</p> <p>To continue to access LA training in the area of disability and inclusion</p> <p>Access LA web page where good practice is disseminated on inclusion and accessibility.</p> <p>To establish and maintain close liaison with parents and outside agencies for pupils with additional needs</p>	<p>SENCO and Assistant SENCO have taken part in LEA training in the area of disability and inclusion</p> <p>All policies clearly reflect inclusive practice and procedure</p> <p>SENCO and Assistant SENCO have taken part in LEA training in the area of disability and inclusion – ensure SNCO attends network meetings, clusters, hubs</p> <p>SENCO to carry out learning walks in other schools to use best practise back at East Park</p> <p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p>	<p>Sept 2018 on going</p> <p>2018 onwards</p> <p>2018 onwards</p> <p>2018 onwards</p>	<p>No costs</p>	<p>Whole staff Parents Governors</p> <p>SENCO</p> <p>SENCO</p> <p>SENCO</p>
<p>PERSON RESPONSIBLE: Strategic Leadership Team</p>				

Objective: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

ACTION	SUCCESS CRITERIA	TIMELINE	RESOURCES COSTINGS	REPORT TO
To improve the physical school environment	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	Sept 2018 on going	TBC	Whole staff Site Staff Governors
To improve the delivery of information to children, parents and carers and wider community	<p>Reviewed documentation provides access for pupils with Hearing Impairment</p> <p>All staff have greater awareness of communication with parents with HI and effective use of emailing and interpreters</p> <p>All signage is clear enabling key information to be given appropriately</p> <p>As full as possible inclusion for all pupils. Safe evacuation in an emergency. See risk assessments of children with High SEN need</p>			Whole staff Parents Governors
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Risk assessments/ plans created to meet the needs of the SEND pupils Support from Outreach and outside agencies			Whole staff Parents Governors Health and Safety lead

PERSON RESPONSIBLE:
Strategic Leadership Team