

ACCESSIBILITY PLAN

2018-2021

Academic Year	2018-2019
Written by/on	KCG/CDR
Responsibility for updates	KCG/CDR
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Next review date	November 2019

1. INTRODUCTION

Smith's Wood Academy is committed to providing a fully accessible environment and provisions that supports and values all students, staff, parents and visitors regardless of their educational, physical, sensory, spiritual or cultural needs. The aim is to eliminate any barriers to learning that may be present in order to allow all of our students to flourish and make strong academic progress.

Smith's Wood Academy is an inclusive community that focuses on the well-being and progress of every student and where members of our community are treated equally.

We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and eliminate possible barriers to learning so that all students achieve their very best. The Academy aims to be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy and local offer play a substantial role in guiding the school's provision for students with special educational needs and disabilities and should be read in conjunction with this plan.

2. CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available and accessible as it is for students who are not disabled.

3. OBJECTIVES

The objectives of this plan are:

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.

- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

4. Legislation and guidance

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.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or reasonable adjustments to premises.

5. THE ACCESSIBILITY PLAN

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.

Further details of any developmental points and associated actions referenced in this plan can be found in; the Academy Improvement Plan, SEND Strategic Plan, Attendance and Behaviour Action Plans.

Students with Medical Needs

Smith's Wood Academy employs a full-time, on-site, Medical Officer. They are responsible for ensuring that the medical needs of students are met. Their role is to organise training and disseminate information to staff in school regarding students' needs. The Medical Officer will also develop care plans detailing how a child's medical needs need to meet within the school and these will be shared with staff. They will also work with parents to monitor a child's medication and or help children take their medication. Training takes place annually through INSET opportunities, with additional bulletins during the year as required. Where there are more specialist needs, external agencies support in-house training.

Students with Sensory Needs

Smith's Wood Academy purchases the support of the SISS Hearing Impaired and Visually Impaired teams. These services support the school in knowing how to adapt the environment to the needs of students.

Many strategies are used to support these needs. For students with hearing impairments, they will have access to monitoring visits from SISS HI. SISS will help students in their understanding of how to maintain their hearing equipment. Some students will also have access to a radio aid and staff at the school are advised and trained on how to use this equipment.

Details of how students with sensory needs are supported is detailed on a student's Individual Pupil Profiles and shared with teaching staff. This could include the use of a radio aid, different coloured paper and books, coloured overlays, larger font printouts or laptops.

Details regarding how the school is adapted to aid sensory processing needs are detailed in the section 'The School Environment.'

Students with Physical Needs – see below

TO INCREASE THE EXTENT TO WHICH DISABLED STUDENTS CAN PARTICIPATE IN THE SCHOOL'S CURRICULUM.

Students with SEND (special educational needs or disability) are given access to the curriculum supported by the school's 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 SENDCO consults the student and parents about proposed flexible arrangements.

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 of the classroom.

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). This includes:

- a) Identification of SEND at through close liaison with Primary Schools, supported by individual provision maps, individual provision plans and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- c) Listening to student and parent/carer views and considering them in all aspects of school life.

- d) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- e) 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.
- f) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.
- g) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- h) A structured and dedicated Y6/7 transition programme for vulnerable students.
- i) Specialist careers advice and guidance to support Y9/Y10 and post 16 transition.
- j) Multi-agency support coordinated by the Academy's pastoral teams.
- k) Study Club to support students with the completion of homework.

Further developments over the course of this plan include:

In addition to continuing to strengthen provision in the areas above the Academy is committed to improving access to the curriculum and wider school life for students with SEMH.

Action 1: Increasing the regularity of training opportunities for all staff regarding a range of SEND needs and appropriate teaching and learning strategies. To provide disability awareness training for staff.

Action 2: Increasingly specialised in-class support or guidance from trained Teaching Assistants.

Action 3: Increase specific specialist intervention to build skills (particularly for literacy and numeracy and those students with SEMH) in small groups and further drawing upon both internal and external resources.

Action 4: Ensure Teaching Assistants are further trained to fulfilling their roles as scribes/readers in examinations.

TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO ENSURE DISABLED STUDENTS ARE ABLE TO TAKE ADVANTAGE OF EDUCATION AND OTHER BENEFITS, FACILITIES OR SERVICES PROVIDED OR OFFERED BY THE SCHOOL.

Smith's Wood Academy aims to make reasonable adjustments within a reasonable timeframe that are practicable to ensure that all can access the school. The school environment already incorporates many features to ensure accessibility to students with disabilities. These include:

- The classrooms and school building use a calmer, plainer colour scheme. This aids some students with sensory difficulties. Classroom and hallway displays are in display cases and kept tidy to ensure that the environment is not 'busy' with colours and words.
- Prior to coming into lessons after unstructured times, students are asked to line up in silence on the playground. This ensures a calm, safe entry into the building.
- Throughout the school there are ramps to aid wheelchair access to all buildings and raised play areas. In addition, there is a lift in the central T area covering all floors.
- There are disabled parking spaces nearest the main entrance of the school with machine operated doors to aid access to the main building. These doors are also present through the 'T' area onto the playground and into the theatre to ensure students and visitors with disabilities can access whole school functions and presentations that happen in the theatre. In addition there are ramps adjoining the main building to the canteen and sports block.
- There are disabled toilets with emergency red cables present. These are situated on all floors in the school and inside administration areas such as reception and admin corridors.
- Showering facilities for those students that require it are positioned in several locations around the Academy building.
- The Academy also benefits from a fully equipped Medical room.
- Within the sports block there is disabled access in the fitness suite for a number of the weights machines and a disabled toilet adjacent to the swimming pool.
- Customised furniture and/or equipment is available in classrooms.
- The school has a lift covering all three floors of the main building. Students with appropriate evidence from a medical professional stating a clear need for this facility will be allowed to use this when supervised.
- Trips and visits are assessed to ensure full accessibility for students with additional needs.
- Students with Physical needs will have access to monitoring visits from SISS Physical Impairment. Advice received from SISS, Occupational Therapists and Physiotherapists will be used to help adapt the environment where possible as a part of reasonable adjustments.
- Where recommended by external professionals, students may have access to a lift and support moving to and from lessons. In addition, specialist equipment may be purchased and/or teaching spaces reorganised to accommodate the needs of students with physical needs.
- Evacuation chairs are provided in the stairwells on each floor of the Academy for use in an emergency evacuation situation. Members of the Premises Team and Fire Wardens have had moving and handling training to ensure safe use of the evacuation chair.

Further developments over the course of this plan include:

Smith's Wood Academy is fortunate in that it is a modern, fully equipped building that was constructed as part of the Building Schools for the Future Programme. That said, the Academy continually assess the physical environment and responds to arising issues either as a result of surveys undertaken or stakeholder feedback.

Action 1: The school is gradually reducing the use of bells at movement time to aid a calmer environment.

Action 2: Continue to make reasonable adjustments to the school and learning environment in order to maintain access, adding specialist facilities where necessary and practicable.

Action 3: Ensure full resourcing of the SEND base to better support those students with sensory needs.

Action 4: To review access to the school for students with visual and hearing impairments through a review of facilities and services.

TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED STUDENTS, SO INFORMATION IS AS AVAILABLE AS IT IS FOR STUDENTS WHO ARE NOT DISABLED.

Teachers and Teaching Assistants consider the needs of SEND students and provide accessible learning resources for them. Interactive Whiteboards/Touchscreens and other digital technologies are used as routine in the classroom. Teachers use a visualiser which has helped to diversify the ways in which information is presented to students.

In addition, the Academy makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies including NEOs.
- c) Coloured overlays for text and coloured paper for written work.
- e) Readers and/or scribes in exams, where appropriate.
- f) SEND friendly Knowledge Organisers are provided by each subject area for each topic taught.
- g) Hearing aid technology/visuals are used to support the presentation of information not only in the classroom but also in assemblies and in presentations by guest speakers.

Further developments over the course of this plan include:

Action 1: Ensure that the explanation section of a lesson is multi-sensory through making improvements to teaching and learning.

Action 2: To ensure all of our correspondence is accessible to all.

Action 3: Provide text books in an easy to read format or larger print.

Action 4: Investigate technological resources that can be used in the classroom to support students with hearing or visual impairment

6. RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled students.
- All leaders are responsible for improving accessibility within their area of responsibility.
- The Governing Body is responsible for the approval of this plan.
- The Head of Academy 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.

7. REVIEW

This Accessibility Plan is fully reviewed every 3 years with an annual review also being undertaken in line with Academy improvement planning. The views of disabled students and parents will feed into the review.

8. RELATED POLICIES

- Equality Policy and Objectives
- Special Educational Needs and Disability Policy and Local Offer
- Teaching, Learning and Assessment Policy
- Behaviour Policy and associated action plan
- Attendance Policy and associated action plan

Objective	Actions	Outcome	Timeframe	Responsibility
To increase the extent to which disabled students can participate in the school's curriculum.				
1. Improve access to the curriculum and wider school life for students with SEMH.	<p>Action 1: Construct and deliver a training programme for all staff to better understand SEND including autism and ASD, mental health awareness, depression and anxiety.</p> <p>All staff to have undertaken AET training at level 1 and some staff to level 2 and 3.</p> <p>Action 2: All Teaching Assistants to engage in a bespoke training programme involving half termly CPD session (delivered by Solihull SISS service)</p>	<p>Teaching quality in relation to SEND needs improves.</p> <p>Teaching Assistants better support students both in the classroom and outside of the classroom</p> <p>Reduced exclusion for SEND students allowing for greater access to the curriculum.</p> <p>Increased attendance for SEND students allowing for greater access to the curriculum.</p>	2018-2019 and ongoing thereafter	Associate Assistant Head of Academy (SENDCo)
	<p>Action 3: Increase specific specialist intervention to build skills (particularly for literacy and numeracy and</p>	<p>Improved academic progress for those students identified for intervention groups.</p>	2018-2019 and ongoing thereafter	Associate Assistant Head of Academy (SENDCo)
				Inclusion Manager

	those students with SEMH) in small groups and further drawing upon both internal and external resources.	Reduced exclusions and improved attendance.		
	Action 4: Ensure TAs are further trained to fulfilling their roles as scribes/readers in examinations – Access arrangement support training.	Members of staff supporting students with access arrangements in public exams, either as a reader, scribe or personal assistant, have the up-to-date knowledge and skills to carry out their role effectively and within the JCQ guidelines.	2018-2019 and ongoing thereafter	Associate Assistant Head of Academy (SENDCo) Inclusion Manager
To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.				
To respond to adjustments that may need to be made as a result of disability surveys or stakeholder feedback.	Action 1: The school is gradually reducing the use of bells at movement time to aid a calmer environment.	Students with sensory difficulties report feeling calmer and less anxious.	2017-2018	Deputy Head of Academy
	Action 2: Continue to make reasonable adjustments to the school and learning environment in order to maintain access,	Dependent upon issue identified	As and when arises	Head of Academy

	adding specialist facilities where necessary and practicable.			
	Action 3: Ensure full resourcing of the SEND base to better support those students with sensory needs.	Reduced exclusions and improved attendance. Improved progress.	2018 - 2020	Associate Assistant Head of Academy (SENDCo)
	Action 4: To review access to the school for students with visual and hearing impairments through a review of facilities and services.	Students with sensory difficulties report feeling calmer and less anxious.	2019-2020	FMAT Site Service Team
To improve the delivery of information to disabled students, so information is as available and accessible as it is for students who are not disabled.				
Further promote the Academy to those students with disabilities Ensure those students on roll in the Academy with a disability can easily access information	Action 1: Ensure that the explanation section of a lesson is multi-sensory through making improvements to teaching and learning.	Improved quality of explanations result in improved progress.	2018-2019	Academy Teaching and Learning Lead
	Action 2: To ensure all of our correspondence is accessible to all (website, letters)	Written materials beyond the classroom are accessible to all	2019-2020	Associate Assistant Head of Academy (SENDCo)

		students.		
	Action 3: Provide text books in an easy to read format or larger print.	Written learning materials are accessible to all students.	2018-2019	Associate Assistant Head of Academy (SENDCo) Curriculum Associate Assistant Head of Academy
	Action 4: Investigate technological resources that can be used in the classroom to support students with hearing or visual impairment.	Improved progress.	2019 - 2020	Associate Assistant Head of Academy (SENDCo)