

**Accessibility Plan for
September 2019- September 2022
Smith's Wood Academy
Part of Fairfax Multi-Academy Trust**

Document Owner:	Simon Lynch, Associate Assistant Head of Academy
Ratified By:	Education Committee – sub-committee of the Trust Board
Date Ratified:	January 2020
Review Date:	September 2022

Contents

Page 3	Introduction
Page 3	Context
Page 4	Objectives
Page 4	Legislation and guidance
Page 4	The Accessibility Plan
Page 9	Responsibilities
Page 10	Review
Page 10	Related Policies

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. 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.

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 students 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.

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.
- g) Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress and accelerated progress in intervention groups.
- h) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- i) A structured and dedicated Y6/7 transition programme for vulnerable students.
- j) Specialist careers advice and guidance to support Y9/Y10 and post 16 transition.
- k) Multi-agency support coordinated by the Academy's pastoral teams.
- l) 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.
- d) Readers and/or scribes in exams, where appropriate.
- e) SEND friendly Knowledge Organisers are provided by each subject area for each topic taught.
- f) 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

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.

6. 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.

7. 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

Outcomes for groups of children and young people	Accessibility Planning Code C- Curriculum E- Environment I- Information	Actions			Evidence	Dates (from and to)
		What/How	Lead	Resources		
To improve access for children and young people with SEND	C, E, I	Include SEND as a Performance Objective for 2019-20.	KCG All appraisers	Appraisal	DDI Lesson observations Teacher Active File Briefing notes Provision Mapping	
	C, E, I	Establish weekly briefings re; SEND for all teaching staff. Share key details and advice in a timely fashion.	SLY			
To improve access for children and	C, E, I	All staff aware of the nature of ASD and common approaches	SLY	AET training L1	Training evaluation AET Environmental audit Attendance,	

young people with Communication and Interaction needs	C E, I	Key stakeholders (all TLR holders) aware of how planning needs to take account of ASD needs	SLY	AET training L2	behaviour, attainment data for those with ASD. AET progression frameworks for individuals.	
		Provide advance warning of changes to rooms, staff, cover lessons etc.	SLY	Cover list	DDI Quality Assurance procedures	
	C C	Ensure lessons fit in with 5 year plan and SOL so that pupils know what to expect and when.	SLY AAHs		Lesson observations	

		Establish a Catch up 'Communication' pathway for those with ASD who have communication needs.	SLY SMC	Staff (5 hours per fortnight) SISS support		
--	--	---	------------	---	--	--

<p>To improve access for children and young people with sensory and physical needs</p>	E	<p>Ensure lift and toilet access available for those who need it (either permanent or temporary)</p>	<p>SLY MWR, DMI</p>	<p>Keys Staff to accompany</p>	<p>Attendance and punctuality data. DDIs Lesson observations Student voice</p>	
	C, E I	<p>Provide opportunities for supported exercise and stretching for those with PD</p>	<p>SMC</p>	<p>Rooms, mats, possible training</p>		
		<p>Share details of essential adaptations (radio aids, coloured paper etc) with all teaching staff.</p>	<p>SLY</p>	<p>Provision Mapping. Audio equipment. Coloured paper and books.</p>		

To improve access for children and young people with cognition and learning needs	C	Establish an effective 'catch up' provision to fill gaps in basic literacy and numeracy in Y7&8.	SLY	Staff (5 hours per fortnight for two groups in Y7 and two in Y8)	GL assessment data Teacher assessment DDI Lesson observation Exam results (mocks and GCSEs)	
	C	Enhance the 'structured talk' provision across the school	JOD	Training		

	C, I	Ensure all Y10 and Y11 pupils have adequate access arrangements in place	SMC HPU	SMC training updates. Time for assessments. Cost of assessments. TAs and invigilators for exams.	
To improve access for children and young people with social,	C, E	Train and support staff in developing a 'relational approach' using emotion coaching.	SLY	EP training and ongoing support	Behaviour data reveals decline overall and decreasing gap
emotional, mental health needs	E, I	Commission research from SISS and EPs to explore Mental Health provision and co-plan with school	SLY JMA	SISS and EP time Costs of provision (garden, Study rooms etc)	between SEND and non-SEND. PASS survey reveals improving attitudes towards school and self.

	C, E, I	Mental Health practitioners develop targeted work within school	JMA	Space for MH team to work	Boxall profiles reveal improvements in developmental milestones	
	C C	Establish an effective nurturing pathway for Y7 children with attachment needs	SLY	10 hours per fortnight	SDQ scores reveal decrease in emotional and social difficulties	
		Establish an effective SEMH pathway for Y7&8 children	SLY	8 hours per fortnight in Y7 and Y8		