



## Accessibility Plan

### Introduction

This plan is drawn up in accordance with the Equality Act 2010.

At Ackworth Howard School we ensure that all children can belong, participate and achieve fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all who learn, teach and visit here. We aim to provide specialised support to address barriers to learning and raise self-esteem and confidence. We liaise closely with parents, carers and professional organisations to ensure that all the child's needs are addressed. We monitor the progress and attainment of all children with a disability and use this to develop inclusive teaching and raise achievement. We believe in the importance of developing a rich and diverse wider curriculum which allows all children to succeed. We make reasonable adjustments to ensure an accessible environment and curriculum.

### Definition of Disability

Disability is defined by the Equality Act 2010

A person has a disability if—

- (a) The person has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

### Key Objective

To reduce and eliminate barriers to access to the curriculum and facilitate full participation in the school community for pupils, and prospective pupils, with a disability.

### Principles

Ackworth Howard School recognises its duty

- To make reasonable adjustments to avoid disadvantage in provision, physical accessibility and practice.
- To make reasonable adjustments to provide auxiliary aids for children with a disability.
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Equality Act 2010

Ackworth Howard School recognises and values parent's and carer's knowledge of their child's disability and its effect on his/her ability to carry out normal activities. We work in partnership with parents to ensure high quality provision.

Ackworth Howard School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and provides support to address specific barriers to learning

## **Provision**

### **Education & related activities**

At Ackworth Howard School we aim to provide an inclusive curriculum, designed to meet the needs of all children. Staff training in early identification, inclusive learning and teaching and developing expertise in addressing specific barriers to learning is an integral part of the school improvement plan. We aim to maintain and develop our strong partnerships with other professional agencies and provide cohesive and co-ordinated support for all children and their families. All children have access to all areas of the curriculum, with support given as required. We aim to develop a programme of continuing staff development in order to develop expertise in planning for learning to address specific barriers to learning and allowing all children to access an inclusive curriculum. Training will be planned and organised by the SENCo and SLT. We will continue to develop systems to monitor and accelerate progress and attainment through developing expertise that will create appropriate targets and differentiation. We will continue to develop a rich, diverse curriculum.

### **Physical environment**

Ackworth Howard School will take account of the needs of children and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, and provision for sensory needs. Advice on specific requirements will be sought from The Visual Impairment Team, The ASD Team, Occupational Therapy, Physiotherapy and other health agencies based on the needs of individuals.

### **Provision of information**

At Ackworth Howard School we will make use of local services, including those provided through the LA, for providing information in alternative formats when required or requested. We will respond to current needs and update as required. Large print information for children with VI will be provided. We will continue to provide personal interaction for parents/carers with literacy difficulties and who have English as an additional language.

## **Financial planning and control**

The Headteacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The School Accessibility Plan will be used to inform the School Improvement Plan.

## Ackworth Howard School Access Plan

Target	Objective	What	How/Who	When	Success Criteria
To update and review plan.	Update Accessibility plan and SEND Information Report Contribute to LA Local offer	Staff and governors informed of requirements and obligations of Equality Plan, Accessibility Plan and SEND Information report and Action Plan.	Staff meeting Governors meeting	October	School complies with requirements of Equality Act 2010 and Code of Practice
Provide information in different formats when required or requested.	Improve availability of written material in alternative forms Send messages via text messaging. Publish school policies and SEND Information Report on school website, Accessibility plan, SEND policy	School respond to current needs and update as required. Continue to provide personal interaction for parents/carers with literacy difficulties and those who have English as an additional language. Develop website to provide comprehensive information for parents. Continue to provide paper copies of information.	As part of personal provision for vulnerable groups.	Ongoing	School able to deliver information to all pupils and parents with disabilities.
Develop the curriculum to meet the needs of all children	To develop staff expertise in planning provision for children with SEND.	Staff training on SEND and learning strategies.  Staff meeting and/or training slots to update staff on SEND progress and changes.	SENCo to plan and facilitate training.	Ongoing	All children correctly differentiated for as part of Quality First teaching.
Develop the curriculum to meet the needs of all children	To ensure that all the needs of children with SEND are met by involving parents/carers and professionals from other agencies.	Involve professionals as required. Follow guidelines and strategies in school Involve parents/carers in creating and reviewing Supporting Me to Learn Plan/My Support Plan/Education, Health and Care Plan.	Liaise with other agencies as appropriate. Refer children to other agencies as required	Ongoing	Children accessing curriculum based on all their needs. Parents empowered to support their children at home and school.

Develop the curriculum to meet the needs of all children	To develop inclusive Quality First teaching.	Differentiation of curriculum. Regular, assessment, moderation and book scrutiny. SENCo to observe all children. Learning walks with HT. Book scrutiny termly, Inclusion file scrutiny termly.	SENCo SLT All staff	On-going.	Children with SEND able to access curriculum and make progress as part of class and wider curriculum provision.
Develop the curriculum to meet the needs of all children	To monitor children's progress and attainment as part of planning and assessment cycle	Termly pupil progress meetings. Termly Supporting Me to Learn Plan/My Support Plan reviews	All staff. Monitored by SLT	On-going	All children's progress and attainment reviewed regularly. Identification of strategies to use at wave 1, 2 and 3.

