



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 by providing opportunities for growth in mind, body and spirit and ensuring education for life in all its fullness. 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, confidence and resilience. 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, local 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 provided 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 SENDCo 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 Hearing 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 Visual Impairment 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 and Senior Leadership 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 where appropriate.

Evacuation Procedures

The school will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the pupil and parents/carers and an appropriate risk assessment produced. Pupils who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

Ackworth Howard School Access Plan

Target	Objective	What	How/Who	When	Success Criteria
Ensure the school vision permeates all aspects of school life.	Ensure teaching and learning methods and the environment support children with their specific needs.	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programmes to address barriers to learning.	SENDCo All staff	As required in response to pupil need	A positive and inclusive school culture is maintained.
Update and review the 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.	Staff meeting Governors meeting	By November 2020	School complies with requirements of Equality Act 2010 and Code of Practice.
Curriculum adjustments ensure fair access for all.	Consider the needs of pupils in school when planning the curriculum.	Adjust resources and lessons according to need. Ensure all staff have access to inclusion information so they can plan and deliver to meet pupils' needs. Consider classroom layouts etc.	All staff	As required in response to pupil need	All pupils access full curriculum provided through quality first teaching. Structured conversations as appropriate with parents/carers.
Ensure staff skills are developed to support pupils.	Develop staff expertise in planning provision for children with SEND.	Staff training on SEND and learning strategies where required. Staff meeting and/or training slots to update staff on SEND progress and changes.	SENDCo to plan and facilitate training. Support staff with the use of WPS and other resources to assist appropriate differentiation.	Ongoing (Last Review July 2020)	All children correctly differentiated for as part of Quality First teaching.
Develop the curriculum to meet the needs of all children.	Develop inclusive Quality First teaching and the opportunities for enrichment.	Differentiation of curriculum using the relevant resources. Learning walks with SLT. Discussion with parents/carers and outside agencies where appropriate.	SENDCo SLT All staff	On-going. (Last Review September 2020)	Children with SEND are able to access the curriculum and make progress as part of class and wider curriculum provision.

Develop the curriculum to meet the needs of all children.	Monitor children's progress and attainment as part of planning and assessment cycle.	Pupil Learning Conferences following each data collection point. An additional Pupil Learning Conference as a result of Covid-19 during the year. Termly Supporting Me to Learn Plan/My Support Plan reviews including annual reviews for EHCPs.	All staff Monitored by SLT	Reviewed termly	All children's progress and attainment reviewed regularly. Identification of strategies to use at wave 1, 2 and 3.*
Improving Physical Access.	Be aware of the access needs of all children, staff, governors and parents/carers. Ensure all staff, governors and other volunteers / visitors to the school are aware of access issues.	Gather information around access needs as part of transition. Create access plans for individuals as required. Annual reminder to parents/carers through communication to let us know if they have problems with access to areas of the school. Include the accessibility plan as part of induction.	SLT SBM SENDCo	September (annually) or as Required	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure safe access for all.	Ensure that nothing is preventing access for all.	Daily site checks and concurrent caretaker tasks undertaken. Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure staff are fully trained and aware of their duties. Ensure that any building or maintenance works ensure full compliance with the Equality Act (2010) in relation to access e.g. ramps, visual alarms etc.	Caretaker SBM HT	Ongoing	All visitors feel welcome. Everyone feels safe and can gain access safely into the school grounds. That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors
Improve access to information.	Website is compliant with statutory regulations. Improve awareness of alternative formats for sharing information	Annual Website audit undertaken. Using a variety of formats for communication. Ensure all parents/carers are aware that the school can provide	SLT SENDCo SBM	Annual Check Ongoing	Compliant website. All parents/carers become aware of alternatives available and how these can be accessed.

		communication in a variety of ways. Check that correspondence sent home is accessible in relation to reading ability language etc.			
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***Wave 1 refers to Universal support through whole class teaching**

Wave 2 refers to Targeted support through group teaching

Wave 3 refers to Specialist support through individual teaching

