



Cabot
Learning
Federation

Accessibility
Plan
Evergreen
Primary
Academy

Version 2
Date November 2024

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for academy use created	Requirement to have plan in place in each academy
May 2019		Ratified by CLF Update of staff	

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7 Improving the physical environment of the Academy to increase access to education by disabled pupils **Error! Bookmark not defined.**

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the Senior Operations Manager and SENCO of the Academy and covers the period from Nov 24 to Nov 27. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a building which was designed with full accessibility in mind.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the academy council. There will be a full review of the Plan in November 2027 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff. Training from Bristol Autism Team, Speech and Language Therapy Team, Behaviour Consultant	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Ongoing	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations. Needs of all learners met.
Short term	School visits and after school activities accessible to all children	Consider needs of all pupils when planning Educational Visits and After School Clubs	Accessibility is considered at Stage 1 of the trip planning process Risk assessments identify support for pupils with medical conditions All school visits are accessible to all our pupils	Ongoing	All risk assessments completed. Use of Evolve to plan School Visits Reasonable adjustments made to ensure all children access visits and after school activities
Short term	Ensure children with medical conditions have access to the full curriculum	Use of Welfare First Aider Where appropriate, liaise with medical health professionals for understanding of support needs	Training needs met to support pupils	Ongoing	Appropriate support and adjustments in place

3.1 Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Reduce sensory issues for individual children during lunchtimes	Use of areas that provide a low stimulus environment: Lunch club.	Reduced incidents during lunchtime due to all needs being met.	Ongoing	A range of calm activities offered during lunchtimes available which children with sensory
Short term	Identify access needs of parents new to school	New starter meetings with parents.	Access needs of parents are met	Ongoing	Adjustments made
Medium term	Ensure that accessibility to all areas is reviewed and maintained	Complete Accessibility audit Action any recommendations	Accessibility of the environment is reviewed in line with the needs of children and families.	Annually	Physical environment is accessible to all. Completion of annual audit
Long term	Enable disabled pupils and visitors to park within reasonable distance of the school	Designate at least one parking space for accessible parking and label it clearly.	Accessible parking achieved.	Ongoing	Improved access to school site.

4.1 Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Staff to enlarge text if required. Use of different backgrounds on slides and different coloured buff paper. Use of coloured overlays. Use of Widgit visuals. Use of Makaton. Use of writing/reading slopes. Become aware of the services available through the LA for converting written information into alternative formats.	Teacher and school resources show differentiation. If needed, the school could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved. Ongoing use of resources

Short term	Develop use of visuals around school.	Ensure all classes use a visual timetable. Visuals in all areas	Visuals are used effectively by parents to navigate the school building	Ongoing	Visuals used by all stakeholders
Medium term	Ensure information to parents is accessible.	Use of simple language in communications. Use of visuals. Use of Class Dojo with translation service available. Use of Big Word for parent interpreting.	More effective communication between school, children and families.	Ongoing	Class Dojo used. Big Word now being implemented.
Long term	Develop staff awareness on greater use of ICT and SEND.	Use of ipads and laptops. Programmes to promote learning and accessibility in mainstream classes.	All students fully access and make good progress within the curriculum.	Ongoing	

5.1 Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Approved by: Kerry Coote	Principal
Matt Johnson	Chair of Academy Council
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