

City Academy Whitehawk



Accessibility Plan

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City Academy Whitehawk

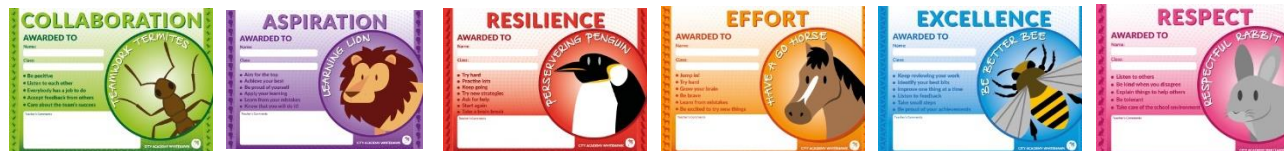
Accessibility Plan



Mission

Our mission is to provide an outstanding education for our children enabling each child to be the very best they can be. We strive to develop children's aspirations, self-belief and self-esteem in a safe, secure and stimulating learning environment through consistently high quality learning opportunities. We are an academy that prides itself on being warm, friendly and inclusive and we hold the highest expectations for all learners.

We are committed to children's 'Next Phase Readiness' and therefore our SEND, Quality of Education and Personal Development offer are designed to prepare all children for life beyond City Academy Whitehawk. We are determined that, in and out of school, all children are able to adopt and then embody our CAW Qualities and their associated behaviours. We meet weekly as a school community to shine a light on our Qualities and what they look like in action, for example 'being respectful looks like...'



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Details of our local offer can be found on the link below:

<https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities>

Context

We are a primary academy for children from Nursery age to Year 6. We are a 2 form entry academy from Reception to Year 6 and our Nursery accommodates two cohorts of up to 16 children for 2.5 days a week. The school comprises one building which covers a large site. There are many different levels within the school including 3 main stairwells and smaller additional stairs. There is a lift to enable movement from ground level to the 1st floor level. The entry to school has wheelchair access. There are 2 disabled access toilets within the school at different locations. One of our disabled toilets has a lie-in bed for transitioning children from a wheelchair to another seated position.

Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEND) and disabled children. The policy refers to the Children and Families Act 2014 and associated regulations. The associated regulations are:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Definition of Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice (2014) states that SEND is 'when a child or young person has a learning difficulty (a significantly greater difficulty of learning) or disability and they need different support/provision from others of their age. A child that will have difficulty progressing, thriving and functioning in modern day Britain.'

These needs can be categorised into four broad areas:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The Accessibility Plan

This plan outlines the school's approach to accessibility and the actions to be taken in order to provide a fully inclusive environment.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Academy and its LAB [Local Academy Board] to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Current Needs

We currently have one wheelchair user. We have one child with limited mobility but they are able to use stairs with supervision. We have several children with hearing impairments including those who wear hearing aids. We work closely with parents/carers and the relevant external agencies to ensure the children receive appropriate care, support and relevant adaptations. We have several children with visual impairments including Cerebral Visual Impairment (CVI). Again, we work closely with parents/carers and the relevant external agencies to ensure the children receive appropriate care, support and relevant adaptations.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act 1995
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on. Below is a set of action plans showing how the school will address the priorities identified.

Access Plan 2020-23

Improving Curriculum Access					
Target	Action	Responsibility	Time Frame	Resources	Success Criteria/Evaluation
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with SEN and disabilities and able to deliver strategies to support them as effectively as possible	Staff training requirements identified through appraisals and SIP. Training by relevant parties organised such as Language and Autism Team, BHISS SEMH, EPS, School Nurse	SLT TR Appraisers Governors	On-Going	Staff Meetings Inset time Directed Time for meetings Own CPD Meetings with relevant staff and external agents Costs met by school	All teachers fully meet the requirements of pupils with additional needs with regards to accessing the curriculum as effectively as possible
To ensure that classrooms are optimally organised to promote the participation and independence of all. To ensure that ALL pupils, including those with disabilities, can access the curriculum to the greatest degree possible and actively engage in classroom activities pupils.	Review and implement the layout of furniture and equipment to support the learning in individual class bases. Establish and maintain effective liaisons with outside agencies supporting children with on-going disabilities. Establish and maintain productive channels of communication with parents and carers. Organise staff training and development, where and when a need is identified. Deploy support staff efficiently	Class teachers SENCo SLT INAs TAs Premises Manager	On-going	Furniture changes and adaptations as required Time required relative to need	Time available for pupils to participate in curriculum activities is maximised Greatest access possible to the curriculum for all children including those with additional needs

	<p>suggestions for potential strategies to support inclusion</p> <p>Review all activities in light of inclusion and report any concerns to EVC and SLT accordingly</p>				
Effective interventions are implemented to meet the needs of individual pupils	<p>Range of interventions planned and delivered in order to meet the needs of children with additional needs</p> <p>IEPs/IBPs are reviewed and updated termly involving all stakeholders</p> <p>Relevant assessment information is analysed in order to inform decisions regarding appropriate interventions</p> <p>Quality of teaching is monitored regularly in order that Quality First Teaching enables all children, including those with additional needs, to make progress</p> <p>Pupil Progress Meetings held termly where all interventions are reviewed and updated</p> <p>Training for interventions provided – initial and on-going as appropriate</p> <p>SLT intervention, including deployment of key professionals, delivered in order to ensure any underperformance is swiftly dealt with</p>	<p>SENCo</p> <p>SLT</p> <p>Teachers</p> <p>TAs/INAs</p> <p>Welfare Manager</p> <p>Governors</p> <p>Key professionals</p>	On-going	Release time for meetings CPD costs	All pupils make progress (and if they do not make progress, actions are taken to remediate this in the future)

Improving Physical Access

Target	Action	Responsibility	Time Frame	Resources	Success Criteria/Evaluation
To be aware of the access needs of any children, staff, governors, parents/carers and visitors to the school with disabilities	Create access plans, when needed, for individual pupils. Reminders to parents/carers through school communications to let the school know if they have access needs around the school.	SLT	On-going	Time to create plans	All stake holders have access to the school.
To ensure safe access to and around the school building.	Maintain and check the yellow safety lines of all stairs Check lighting (exterior and interior) is working. Keep all pathways and corridors safe and clear of any debris. Ensure anyone with physical disabilities is aware of the access arrangements of the school site pertinent to their needs Ensure any difficulty in achieving this outcome is immediately reported to the Health and Safety Leader	Premises Manager SLT & office staff Health and Safety Leader Governors	On-going	Designated time	School is accessible and safe for all
To ensure the safe evacuation of all stake holders with a physical disability.	PEEP (Personal Emergency Evacuation Plan) for specific children (or other stakeholders), are written, reviewed and updated accordingly and disseminated to all relevant parties Regular fire drills held and reviewed afterwards with SLT/Premises Manager Ensure all staff are aware of their responsibilities.	SENCo All staff Head teacher Premises Manager Governors	On-going (particularly after a fire drill) but reviewed annually	None	All stake holders can evacuate the building safely

	Regular H&S checks – environment walks				
To ensure all outdoor resources and equipment is accessible to all, where possible	<p>School to consider the needs of children with disabilities when resourcing outdoor areas and equipment.</p> <p>Any issues regarding accessibility to be raised with SENCo/Specialist PE Leader as soon as they have been identified</p> <p>Engage relevant professionals to provide support to enable better access for key children with complex and/or profound additional needs – this includes children who are wheelchair users</p>	<p>All staff</p> <p>Specialist PE Leader (with responsibility for MDSAs)</p> <p>SENCo</p> <p>Early Years Leader</p> <p>SLT</p>	On-Going	Budget for playgrounds and other outdoor investment projects	All pupils to have access to a wide range of outdoor resources.

Improving Delivery of Written Information					
Target	Action	Responsibility	Time Frame	Resources	Success Criteria/Evaluation
To ensure availability of written material in alternative formats, when specifically requested.	School will make itself aware of the services available for converting written information into alternative formats.	SLT and Office staff	On-Going	Professionals used to support - such as EMAS Time to adapt documents	Written information is available and accessible to all.
To ensure accessibility for children with visual impairments, when needed.	Obtain and implement advice from outside agencies including the Sensory Needs Service on alternative formats and use of IT software to produce customised materials. (This may include enlarging texts, reducing the amount of information on the page, purchasing additional books etc) Provide appropriate training for teachers and TAs who support children with a visual impairment, including CVI	Class teachers SENCo Sensory Needs Service SLT	On-Going	Budget for additional resources and software Time to resource Time to participate in relevant CPD	Written documentation produced in a format specific for additional needs Strategies implemented in accordance with child's individual needs to maximise access to learning and maintain safety
To improve the school website so that information is accessible to all.	The school to review information published on the school website in order to ensure accessibility for all.	Head teacher All contributors to the web-site SLT Governing Body	On-going and reviewed annually	Time to plan appropriate website information	The website is accessible to people with a range of disabilities.

