



# Accessibility Plan

**Ratified by the Governing Body:**  
**Signed by the Governing Body:**  
**To be reviewed (every 3 years):**

**Chair signature** \_\_\_\_\_

## **Definition of Disability:**

A person has a disability if they have “a physical or mental impairment and the impairment has a substantial and long-term adverse effect on the person’s ability to carry out normal day-to-day activities”.  
(Equality Act 2010)

## **The purpose and direction of the school’s plan: vision and values**

Leycroft Academy has the highest ambitions for all pupils irrespective of their individual needs. Our careful planning & differentiated approach enables all our pupils to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement and in accordance with the Academies Act 2010. The school sets challenging, but suitable objectives, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Leycroft Academy welcomes all children irrespective of race, gender, colour, creed, sexual orientation, or impairment.

## **Our Main Objectives - In accordance with the School Improvement Plan**

- To raise attainment for all learners through full access to all necessary aspects of school provision.
- To reduce and eliminate barriers to the curriculum and incorporate new information as curriculum changes occur.
- To have full participation in the school community for pupils, prospective pupils, staff, parents, stakeholders, and visitors.

## **As a school we recognise our duty under the Equality Act (as amended by the Special Educational Needs and Disability Act (SENDA 2001))**

- Not to discriminate against disabled pupils in their admissions and exclusions, and the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps & adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

## **Information from school audit and pupil data:**

- The school caters for primary aged pupils with a diagnosis of autism. Most of our pupils have additional learning needs and are generally working significantly below age related expectations and require substantial adult support to enable them to make good progress. Some pupils are working within the National Curriculum Year 1 and 2 curricula.
- Pupils have access to communication systems such as PECS, Aided Language Displays, Makaton, and other communication aids to facilitate their access to the curriculum.

- The school has good physical access. Although based in a four-storey building, Leycroft Academy only currently uses part of the ground floor and the first floor of the tower. The corridor is wide with average size doorways.
- Flooring, skirting boards, door frames, etc. are coloured in strong contrast with the walls to support visual learners and visitors with visual impairments.
- All pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful differentiation, planning and risk assessments.
- The physical features of the school are a strength – all parts of the school are physically accessible to disabled users
- Access to information is planned: for example, text size and font colour is monitored to ensure maximum access for visually impaired children. Pupils will also have individual support to ensure access.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils.
- Other school practices, such as sporting, or celebration events encourage mutual support and partnerships between children.
- Outcomes for all pupils are outstanding, in both personal and educational fields. Children make expected or better than expected progress over time.
- To maximise access and pupil progress, the school includes input from all stakeholders, i.e., staff, visitors, parents / carers into all areas of school development.
- Disabled parking and toilets are provided.

### **Views of those consulted during the development of the plan**

- Views were sought from parents, staff, pupil escorts, office, and site staff.
- Pupils' views are regularly sought, and they are happy with the environment and curriculum. (95% of pupils said they feel safe in school)
- Parents and carers of children are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of all pupils – as determined through regular feedback at Parents Evenings and through the Accessibility Questionnaire. (Appendix 2)
- Through children's Individual Education Plan (IEP) and Education, Health and Care Plan (EHCP) reviews, for example, we identify any change in pupil need and as a result, adapt our approach, delivery, and content accordingly to better suit the identified needs.
- Children had not experienced any bullying; on the contrary, they feel that other children are supportive. They would be happy to talk to an adult if the need arose. (95% of pupils said they felt safe at school)
- The school works closely with the Local Authority to co-ordinate our plans with their accessibility strategy, as well as being overseen by the Directors and CEO of The Forward Education Trust who regularly report to the DfE.

Through the questionnaire (Appendix 2), the following suggestions / comments were made:

<p>Are there any areas in school that could be changed to improve access?</p> <ul style="list-style-type: none"><li>➤ Wider entrance door as it can get very busy when pupils arrive and leave school</li><li>➤ Access to IT to improve pupil skills.</li></ul>
<p>Are there any additions required to support access for all?</p> <ul style="list-style-type: none"><li>➤ Bigger car park</li><li>➤ Larger sensory room</li></ul>
<p>Are there any specific times of the day (or events) that cause issues in terms of accessibility which require further consideration?</p> <ul style="list-style-type: none"><li>➤ Dinner / playtime – entrance doors – congestion</li><li>➤ Beginning/end of day – very congested (different entrance/exits)</li></ul>
<p>Any other thoughts or comments that you feel may be relevant?</p> <ul style="list-style-type: none"><li>➤ Staff room not suitable for size/needs of current staff</li><li>➤ Lunch time clubs</li><li>➤ Playground equipment</li></ul>

### **Increasing the extent to which pupils can participate in the school curriculum:**

The school provides all pupils with a broad and balanced curriculum, differentiated & adjusted to meet the needs of individual pupils and their preferred learning style, by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Endorsing the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.
- Ensure appropriate deployment of staff to maximise pupil access to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on issues which are disability specific.
- Differentiation of teaching styles and resources to offer an individualised learning experience for all pupils that is targeted to maximise progress.
- The school has the means to seek advice from various additional specialist services, including nursing staff, physiotherapy staff, speech and language staff, visual impairment team, occupational therapy, hearing impairment team, behaviour support and communication and autism team and includes input

into a range of resources to ensure that barriers to learning are removed or reduced as much as possible.

- Spiritual, Moral, Social and Cultural development is used as a common thread through all areas of the curriculum and wider school life to promote the well-being of all parties.
- Positive role models are supported within the school setting.
- Through the questionnaire, pupils said they like doing the following activities: Swimming, Cooking, Playing, IT, PE, Maths, Art, Exploring.
- Pupils like going to: Light & Sound Room, Hall, Dinner, Class, Swimming.
- Pupils say they are good at: English, Maths, Listening, Playing, Cooking, Dressing themselves, Swimming.

**Considerations aimed to improve the physical environment of the school to increase the extent to which pupils can take advantage of education and associated services:**

- Continued creation of a shared library space.
- New entrance and car park to be opened up.
- Improved access for minibus transport arrival/departure.
- Improve ease of access from the car park and into school.
- Levelling of playground and ramp access to main entrance, consideration of inclined access where needed. (1B)
- Provision of suitable playground equipment.
- Access to cooking facilities.

**Management, co-ordination, and implementation:**

- We will ensure that all staff are aware of and familiar with The Equalities Act 2010. We will do this at staff meetings and training sessions.
- We will provide feedback opportunities for all staff, stakeholders, and visitors in order to continually improve our provision.
- We will feed back consultation results to staff.
- The Accessibility Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the Local Academy Council and the Directors of The Forward Education Trust.
- The Local Academy Council will monitor implementation of the plan through the Headteacher's report and governor visits.
- The plan will be evaluated bi- annually, informed by discussions with pupils, staff and parents and analysis of data on progress and attainment of pupils.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will ensure that the school's responsibilities towards disabled staff and the general public are met through the Equality Act 2010 and that our statutory duties under health and safety, race and human rights are also in place.
- Implementation – see action plan attached.

- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of all pupils in school life.
- The Local Academy Council will report to parents on the school's accessibility plan via the school prospectus and the school newsletter.

Copies of the school's Accessibility Plan are available from the school office and on the school website.

(In accordance with guidance this plan has a readability level of 12 years.)

**Appendix 1:**

**Accessibility Plan (January 2020),**  
**(as required by the Special Educational Needs and Disability Act (SENDA 2001) and**  
**with reference to the Equalities Act (2010)**

	<b>Actions</b>	<b>By whom</b>	<b>Start Finish</b>	<b>Evidence that it is completed</b>
i. Improvement in access to the curriculum	<p>1. Ensure appropriate deployment of support staff.</p> <p>2. Ensure high quality teaching, including out of school activities through CPD for all.</p> <p>3. Continue to develop open plan Library area</p> <p>4. Provision of suitable playground equipment</p> <p>5. Improve access to IT facilities for all pupils</p> <p>6. Parent workshops to share skills</p>	<p>HT</p> <p>HT</p> <p>SLT</p> <p>SLT/Trust</p> <p>SLT/Trust</p> <p>TLR</p>	Ongoing	<p>Programmes of support. Staff lists. Ensure all pupils have full access to the curriculum, working with independence when appropriate and interacting fully with peers.</p> <p>Fully scoped CPD programme in place.</p> <p>Library space identified</p> <p>Playground improved</p> <p>Additional IT resources in place, including WiFi</p> <p>Impact of Cygnet and other parent sessions</p>
ii. Physical improvements to increase access to education and associated services.	<p>1. Level playground surface and ramp access to main entrance.</p> <p>2. Add signage to indicate location of school and reception area.</p> <p>3. Improve access from playground to reception for staff, pupils and visitors.</p>	<p>HT/Trust</p> <p>HT/Trust</p> <p>HT/Trust</p>		<p>Playground surface and ramp is level</p> <p>New signage in place</p> <p>Control gated entry system scoped and in place awaiting sign off. Separate access to school for visitors</p>
iii. Improvement in the provision of information in a range of	<p>1. Consult with parents when necessary to provide information in the appropriate format.</p> <p>2. Seek advice from outside agencies when</p>	<p>SLT</p> <p>Office staff</p> <p>SALT</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Parents / carers and pupils able to access all information fully.</p> <p>Evidence of input from</p>

formats for disabled pupils	necessary in providing, for example, visual timetables for pupils.			outside agencies used in aspects of school.
	3. Consider other alternative / more efficient methods of communication with parents.	Office staff	Ongoing	Alternative methods of parental communication in place.
	4. Share the latest evacuation plans with staff/visitors regularly	HT/SLT	Ongoing	Plans shared every September at in every induction.



## **Appendix 2: Questionnaire**

Dear Colleague / Visitor / Parent / Carer / Specialist Advisor

As part of our continuing development and to maintain our statutory duties, we are renewing the "Accessibility Plan" for the school. This allows us to ensure that we are meeting the needs of all the people who attend and visit Leycroft Academy.

To support us in this work, please complete the questionnaire below if you feel that we could do anything as a school which could improve the access provision we offer.

Please return all completed questionnaires to **the school office** as soon as possible and no later than .....

Are there any areas in school that could be changed to improve access?

Are there any additions required to support access for all?

Are there any specific times or events that present require further consideration?

Any other thoughts or comments that you feel may be relevant?

Thank you very much for your help, all your ideas will be used to improve our school.

**PLEASE RETURN TO ME NO LATER THAN:**

Emma Rees  
Head Teacher.