



# Leycroft Academy

## Accessibility Plan

<b>Date of Adoption:</b>	May 2024
<b>Review date:</b>	May 2027
<b>Signed by:</b> Chair of Local Academy Council	
<b>Date</b>	

## **Introduction:**

Leycroft Academy is a special school catering for pupils aged 4 to 11 years old who have 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. Pupils have access to communication systems such as PECs, Aided Language Displays, communication books 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 uses the ground floor and the first floor of the tower.

## **Our Mission:**

Leycroft Academy aims to enable pupils to 'Understand the World Around Them and Discover the Talents Within Them'. We believe that pupils should be given opportunities to develop skills for life and become more independent individuals.

## **Our Aims:**

- To provide equal opportunities regardless of gender, race, culture, religion, social disadvantage or disability.
- To provide a stimulating learning environment that enables pupils to experience a sense of enjoyment and achievement.
- To facilitate opportunities to develop independence and be able to transfer skills to varied contexts.
- To maximise pupils' potential in mobility, physical abilities, communication skills, sensory capabilities, resilience and personal independence.
- To provide progression and continuity of learning that is suited to individual needs and outcomes as set out in pupils EHCP's.
- To provide pupils with a broad and balanced curriculum that is adapted to meet the specific needs of pupils.

## **Legislative Compliance**

### **The Disability and Discrimination Act**

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- Employment
- Education
- Access to goods, facilities and services, including larger private clubs and transport services.
- Buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations.

Functions of public bodies, for example issuing of licenses.

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

## **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.

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

At Leycroft Academy we are committed to giving all our pupil’s every opportunity to achieve the highest standards. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and well-being of all our pupils matter. Leycroft Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Race
- Religion or belief
- Sex
- Sexual orientation

## **The main priorities in the school’s plan:**

We take all advice, guidance and support needed to ensure we meet the needs of pupils and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SLT have an overview of the needs of all pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.

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

- We will ensure that all staff are aware of and familiar with The Equalities Act 2010.
- We will provide feedback opportunities for all staff, stakeholders and visitors in order to continually improve our provision.
- 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 visits.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as an independent document.
- 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 below.
- 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.

**Objectives to the Action Plan are detailed below:**

	<b>Actions</b>	<b>By whom</b>	<b>Start/finish</b>	<b>Evidence that it is completed</b>
<b>The Curriculum</b>	<b>1. To develop a coherent, well sequenced, and relevant curriculum for pupils.</b>	<b>DHT/TLRs/Teachers</b>	<b>Ongoing</b>	<b>Review of the curriculum and pathways identified for pupils to access appropriate levels of learning.</b>  <b>Schemes of work in place which is adapted to meet learners needs.</b>
	<b>2. To ensure high quality teaching, through CPD for all.</b>	<b>SLT/TLRs</b>	<b>Ongoing</b>	<b>Fully scoped CPD programme in place.</b>  <b>Regular learning walks taking place.</b>  <b>Termly observations in classes.</b>
	<b>3. To develop the use of the engagement model.</b>	<b>SLT/TLRs</b>	<b>Ongoing</b>	<b>Staff training in place to develop an understanding of the engagement profile.</b>  <b>Pupil observations incorporate the use of the</b>

				engagement model.
	4. To develop staff's understanding of the explorer and connectors pathway.	SLT/TLRs	Ongoing	CPD sessions to ensure staff understand the different pathways.
The Physical Environment	1.To create stimulating and well resourced outside learning spaces to facilitate play based learning.	AHT/Playground team	Ongoing	Well resourced playgrounds.  Children engaging with resources and developing play and social skills.
	2. To effectively make use of the movement rooms, sensory rooms, life skills room, immersion room and library to support pupils.	TLRs/Behaviour Lead/SHINE team/Teachers/ Teaching Assistants	Ongoing	Timetables in place for the different spaces.  Learning walks of spaces being used.  Planning ideas for spaces.
	3. To ensure classroom spaces create an engaging environment for pupils to learn that offer movement and calm spaces for pupils to access.	Teachers/Teaching Assistants	Ongoing	Learning walks with a focus on environments.  Classrooms are clearly zoned and pupils have access to movement and calm spaces.
Communication with Pupils and Families	1. All pupils to have access to communication aids that are appropriate for them.	Teachers/ Communication Champions/ Teaching Assistants	Ongoing	Communication books, PECs, Aided Language Displays, OOR in place and being used by pupils.  Learning walks with a focus on communication.
	2. To implement and effective method of communication with parents.	SLT/Teachers/ Office staff/ Family Support Worker	Ongoing	Half termly newsletter to go out to parents.  Regular Class Dojo posts on class stories.

				Parents evening meetings held twice a year.
	3. School Council meetings to be established.	UPS Teacher	Ongoing	Half termly school council meetings taking place.  Pupil voice having an impact.
	4. Parent workshops/coffee mornings to share skills.	SLT/TLRs/Family Support Worker	Ongoing	Parent workshops taking place.  Coffee mornings set up by the family support worker.

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