



ACCESSIBILITY PLAN



Reviewed by:	School Improvement Director – Safeguarding & Attendance
Reviewed:	May 2023
Review Frequency:	Every 3 Years
Next Review Date:	May 2026
Approved and Adopted by:	Board of Trustees
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Lace Hill Academy, our values underpin all we do. We have three core values: integrity, resilience and respect. They form part of our everyday learning at school and support our children in having the confidence to develop and use their core beliefs and positive influences to make the right choices.

We respect the unique contribution which every individual can make to our school community and we believe, through our broad and balanced curriculum, children leave our school as responsible, respectful and active citizens that embrace and champion equality for all.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupil, parents, staff and governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To support children with social, emotional and mental health needs.	Our Safeguarding and Pastoral lead works alongside teachers, LSAs and our SENCo to work with and provide support for children struggling with their social and emotional needs. Small group and 1:1 sessions are run to support. Interventions include Lego Therapy, Talkabout, ELSA programmes. A Nurture group has been set up every lunchtime for children who may feel overwhelmed by the unstructured lunchtimes/ friendships and building relationships with their peers. LHA work alongside the Virtual schools team to provide a personalised plan for LAC children.	All children's mental health and emotional needs are recognised and supported during unstructured and structured times allowing them to feel more settled and ready to learn. (Long term)	This provision is ongoing and is reviewed by the teachers, SENCo and Pastoral lead termly. The children have APDR or support plans outlining the outcomes and provision in place for them which are reviewed by teachers and parents half termly. LAC children have regular PEP meetings to monitor and review their targets and support.	Pastoral Lead & SENCo	On-going Reviews Jan 2024 April 2024 July 2024	The children's social and emotional difficulties become less of a barrier to their learning enabling them to make the appropriate level of progress and attainment in their learning.
To support children with literacy difficulties including those diagnosed with Dyslexia.	Teachers, LSAs and SENCo assess the effectiveness of coloured paper, overlays, larger prints for pupils, use of individual texts rather than referencing the smartboard. Tools include iPad, laptops, speech to text	Children's reading and spelling difficulties are highlighted and addressed enabling them to access and engage in their learning. (Long term)	The children have APDR or support plans outlining the outcomes and provision in place for them which are reviewed by	SENCo Literacy Consultant Teachers	On-going Reviews Jan 2024 April 2024	The children's reading and spelling needs become less of a barrier to their learning enabling them to make the expected level of

	<p>to allow ideas to be recorded and outcomes to be met in the classroom. A Literacy specialist works Children's reading and spelling difficulties are highlighted and addressed enabling them to access and engage in their learning. The children have APDR or support plans outlining the outcomes and provision in place for them which are reviewed by teachers and parents half termly. The children's reading and spelling needs become less of a barrier to their learning enabling them to make the expected level of progress and attainment. Page 4 alongside our teachers and SENCo to assess, monitor review practice and appropriate support. Targeted support can be/has been put in place.</p> <p>Tools include iPad, laptops, speech to text to allow ideas to be recorded and outcomes to be met in the classroom.</p>		teachers and parents half termly.		July2024	progress and attainment.
To support children in developing their communication & interaction skills enabling them to access and engage in their learning.	<p>Speech link and Language link assessments and in place from Nursery to Year 6 to identify difficulties.</p> <p>Speech and Language Consultant commissioned to work with us 1 day a week – both staff and children</p>	Children's communication and interaction difficulties are highlighted and interventions put in place to remove these needs as a barrier to their learning. (Long term)	<p>Assessment take place in Autumn Term</p> <p>Interventions delivered following baseline data being gathered</p> <p>Speech and Language Consultant to provide scope by Sept 2023</p>	<p>Speech and Language Consultant</p> <p>SENCO</p> <p>S&L TA</p>	<p>Assessments completed by Jan 2024</p> <p>On-going interventions in line with baseline outcomes</p>	The children's communication & interaction skills become less of a barrier to their learning enabling them to make the expected level of progress and attainment

			Weekly support offered to staff and children by Speech and Language Consultant		S&L scope Sept 2023 Weekly tailored support from S&L consultant	
To support children in developing strategies to manage their emotions.	A sensory, quiet room has been created in the key stage 2 area where children can go to. All classrooms in EYS and KS1 have quiet spaces. Other intervention spaces have been created around school. A garden area has been set up using the outside space around school.	An area is available for children to help manage their emotional regulation impacting on their behaviour and learning. (Medium term) Decrease in levels of behaviour during structured and unstructured times of the day. (Medium term)	Sensory room set up Summer 2023 and new intervention areas to be added Autumn 2023	SLT	Dec 2023	Children have a safe space to regulate that does not disrupt learning More space is available to effectively execute interventions
To encourage interactions and build relationships with parents to work alongside school to support the needs of their children.	Parent/Carer concern form sent to all parents/carers who have a SEN concern about their child. This can also be accessed on the website. Literacy workshops held Summer & Autumn terms. Assess to Bucks Local offer on the website. Open door policy for all parents who want to raise a concern with the school SENCo.	Improve links with parents/carers. (Medium term) Ensure parents have the necessary information to support their children. (Medium term)	Literacy workshops held	SENCO Literacy Consultant	Termly	Parents can support learning at home. Child's expected levels of progress are made.

To ensure all members of staff receive the appropriate training to enable them to support children with an identified need and or disability.	SENCo has made contact with STS (ASD), SLT Therapist and EP to provide training opportunities for all members of staff. SENCo has been liaising with the hospital nursing team supporting a child with a long term medical needs to arrange training for members of staff about a long term medical condition. LSA visited another Trust school to look at the process and procedures followed by an LSA supporting a child with a long term medical condition which needs to be monitored throughout the day,	Staff will feel more confident and have the skills and knowledge to support these children appropriately in the best way they can. (Long term) Children will have the appropriate support to allow them to access and engage in their learning. (Medium term)	Training sessions on ASD, Emotional regulation, Auditory processing, Speech and language difficulties scheduled for Autumn 2023 & Spring 2024	SLT	Jan 2024 On-going S&L training	Improving staff skills and knowledge allowing them to support existing and any new children with these difficulties.
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4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Trust Accessibility Statement
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Child Protection Policy
- Teaching and Learning Policy
- Admissions Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on 1 level	N/A		
Corridor access	All on one level with wide doors to access a wide corridor	N/A		
Lifts	N/A	N/A		
Parking bays	Disable parking bays at the front of the school	Ensure these parking bays used appropriately	Caretaker	On-going
Entrances	All on flat ground and double doors	N/A		
Ramps	Not required as no raised ground	N/A		
Toilets	Disabled toilet at the front of the school – accessible at all times	N/A		
Reception area	On one ground – flat and accessible. Signing in system is raised	Office staff to support with signing in should this be required	School Business Manager	As required

Internal signage	Clear and compliant and visible for all	Keep up to date and compliant	Caretaker	On-going
Emergency escape routes	All labelled and accessible at all times	Ensure routes are always clear	Caretaker	On-going