

Edlington Victoria Academy



Accessibility Policy

PERSON RESPONSIBLE FOR POLICY:	MRS E CLARK
APPROVED: MR G TINKLER	GOVERNORS
SIGNED: 	ROLE: CHAIR OF GOVERNORS
TO BE REVIEWED: OCTOBER 2022 (3 YEARLY)	OCTOBER 2019

Version	Revision Date	Revised by	Section Revised
V2	8.10.18	L Dyer	Front cover change. Amendment to current range of known disabilities – no pupil or member of staff are wheelchair dependent
	1.10.19	L Dyer	

Accessibility Plan

Edlington Victoria Academy believes that it has a welcoming, happy and safe environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of 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 children. The achievements, attitudes and well-being of all our children matter.

Purpose of the Plan

This plan shows how Edlington Victoria Academy intends, over a period of time, to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)

- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and preferred formats and be made available within a reasonable time frame.

Contextual Information

Edlington Victoria Academy is located within an old pit village. The building was built and opened in 1914 and was originally known as Edlington High School. The school has a total of 11 classrooms, which are on split levels, the school also has a Foundation Unit, a large school hall, music room, meeting room and a school library. There are 2 platform lifts within school and 1 disabled toilet located in school. The school has 3 entrances for pupils to access the school together with the main entrance via the reception area to the front of the school. There is currently wheelchair access throughout the majority of the school.

Current Range of known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities. We have a small number of parents/carers and pupils with a hearing impairment. We currently do not any pupil or member of staff who is in need of a wheelchair.

Increasing access for Disabled Pupils to the School Curriculum

At Edlington Victoria Primary we are continually improving the quality of teaching and learning throughout school, through Continuous Professional Development (CPD) we aim to enhance staff's knowledge, skills, and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure and cultural activities an educational out of school visits. The only exception would occur if a child has breached school rules and it was deemed that exclusion from the after school club may be used as a suitable short term sanction and to ensure the safety of others.

We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure and cultural activities an educational out of school visits. The only exception would occur if a child has breached school rules and it was deemed that exclusion from the after school club may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiation within the curriculum	Acknowledge staff training needs on curriculum access. Assign training for dyslexia, differentiation and recording materials	On-going – as required	SENCO/CPD	Raise staff confidence in strategies for differential and increased pupil participation.
Ensure that class support staff have received the specific training on disability issues	Be aware of staff training needs Staff access the appropriate CPD Outline any learning modules where required	As required	SENCO/CPD	Raise confidence of support staff
Ensure that all staff are aware of disable children's curriculum access	Individual Access plans for disabled pupils when required Information sharing with all agencies involved with the child.	As required	SENCO	All staff aware of the individual's needs
Out of school visits accessible to all	Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff	As required	Principal/EVC	All pupils within school are able to access all education visits and take part in a range of activities.

Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE sports co-ordinator/SENCO	All pupils to have access to PE and to be able to enjoy and excel
--	--	-------------	------------------------------	---

Improving access to the Physical Environment of the School

Edlington Victoria Academy is continuing to grow and develop and provisions in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for use on a daily basis.

Resources are constantly under review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the school.	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of any access needs for staff, governors parent/carers and visitors to the school Through questions and discussions find out the access needs of parents/carers – indicate on Newsletter & Admission forms Consider access needs throughout recruitment process Ensure staff are aware of Environment Access Standards (see attached appendix)	As required Identified at induction and on-going Annually Recruitment process	SENCO Principal	IEP's in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident that their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns	As required	Principal Governors Site Manager School Business Manager Local Authority – Surveyor	Re designed buildings are usable by all
Ensure access to reception area is accessible to everyone	Improve access to reception area and car park area during any re-design	On Going	Site Manager School Business Manager Principal	Disabled parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark on step edges	On going	Site Manager	Visually impaired people feel safe in school grounds

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure the safety of pupils during an emergency	Personal Emergency Evacuation Plan (PEEP) in place for all children with difficulties Develop a system to ensure that staff are aware of their responsibilities	As required Annually (Sept)	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire. Pupil and 1 to 1 LSA will exit the building via the school hall where there is adequate wheelchair provision.
Ensure accessibility of access to IT equipment	Liaise with VI/HI on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access IT including the Hall	As required On-going Additional software may be required	ICT	Hardware and software available to meet the needs of children as appropriate.
Ensure that hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	LA hearing officers	All children will have access to equipment if required
Fire escapes routes are suitable for all Implement a PEP for yr 5 pupil	Ensure that all areas of school can have wheelchair access Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction	To continually assess and implement new process when needed	(Local Authority) Site Manager/Staff Members	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency.

Improving the Delivery of Written Information to Disabled Pupils

This will include planning to make written information that is normally provided by the school to its pupil's available to disabled pupils. Examples may include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timescale.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in 'simple' English School office will support and help parents to access information and complete any school forms etc. Ensure that the school website and all documentation can be accessed by the visually impaired	During induction of pupil Ongoing	Principal/Office School Office Office/Website IT Co-ordinator	All parents receive information in a way that they can understand Parents/carers receive and understand what the Principallines of the school information, where required
Improve the delivery of information in writing in an appropriate format	Provide enlarged print for pupils/parents/carers with a visual impairment	As required	Office/SENCO/Class teachers	Provide excellent communication
Ensure that all staff are aware of guidance on accessible formats	Guidance and training for staff on dyslexia and accessible information	On-going	SENCO	Staff receive a clear understanding
Annual Review of information to be accessible as possible.	Developing IEP's reviewing formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Where possible welcome signs to be multi-lingual	To be implemented	EAL co-ordinator/	Provide a welcoming environment for all parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO/Local Authority	Pupils and/or parents feel supported and included within their education
Provide information in simple language, symbols, large print for prospective pupils or parent/carers who may have difficulty with standard form of printed information	Ensure that the website is fully compliant with requirement for access by person with visual impairment Ensure that the Prospectus is available via the school website.	To be implemented	Office / SENCO	Ensure that all can access information about the school