

# THE PREMIER ACADEMY

## ACCESSIBILITY PLAN



### Statement of Intent

This plan outlines the proposals of The Premier Academy to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which children with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which children with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other children, to children with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the child's disabilities and the views of the parents/carers and child.

The Academy also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

## Physical Environment

| Targets  | Strategies  | Timescale   | Success Criteria   |
|--|---|-------------|--|
| The Academy plan to improve access to toilet areas over successive financial years.                      | Site staff to install handrails, new toilet area being built in 2017/2018.  | Spring 2018 | Physical accessibility of school increased.  |
| Layout of school to allow access for all children to all areas.  | Consider needs of disabled children, parents/carers or visitors when considering any design/redesign.   | As required | Designed buildings are usable by all.  |
| Ensure all disabled children can be safely evacuated.  | Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties.<br><br>Develop a system to ensure all staff members are aware of their responsibilities. | As required | All disabled children and staff working alongside are safe in the event of a fire. |
| Ensure hearing/visual equipment in classrooms is fully functioning to support hearing/visually impaired. | Seek support from specialists on the appropriate equipment.   | Ongoing     | All children have access to the equipment.   |
| Ensure all doors have electric openers and safety dampeners to make doors safer.                         | Submit a CIF bid to replace all doors in school with electric openers and safety dampeners  | Jan 2018    | Improve Health and Safety  |

## Curriculum

| Targets   | Strategies   | Timescale   | Success Criteria   |
|---|--|-------------|--|
| All staff to receive disability equality awareness training.  | Seek training provider for disability equality awareness training.   | Spring 2018 | Areas for training identified.<br><br>Induction procedures updated.<br><br>Training takes place.     |
| Increase awareness and confidence in teachers to be able to differentiate appropriately for children with dyslexia and dyscalculia. | Assign CPD for dyslexia and dyscalculia, differentiation and recording methods.                                    | Spring 2018 | Raised staff confidence in strategies for differentiation and increased child participation.         |
| Ensure classroom support staff have specific training on disability issues.   | Be aware of staff training needs.<br><br>Staff access appropriate CPD.<br><br>Online learning modules if required. | As required | Raised confidence of support staff.  |
| All educational visits to be accessible to all.   | Develop guidance for staff on making trips accessible.<br><br>Ensure each new venue is vetted for appropriateness. | As required | All children in school able to access all educational visits and take part in a range of activities. |

## Written Information

| Targets  | Strategies   | Timescale   | Success Criteria   |
|--|--|-------------|--|
| Review information to parents/carers to ensure it is accessible.   | <p>Provide information and letters in clear print in “simple” English.</p> <p>Office staff will support and help parents to access information and complete school forms.</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> | Ongoing     | <p>All parents receive information in a form that they can access.</p> <p>All parents understand what are the headlines of the school information.</p> |
| Languages other than English to be visible in school.  | Some welcome signs to be multi-lingual.  | Autumn 2017 | Confidence of parents to access their child’s education.   |
| Provide information in other languages for children or prospective children who may have difficulty with hearing or language problems. | Access to translators, sign language interpreters to be considered and offered if possible.  | As required | Children and/or parents feel supported and included.   |