

THE PREMIER ACADEMY

ACCESSIBILITY PLAN – JANUARY 2025



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 (the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have 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 Academy to increase the extent to which children with disabilities can take advantage of education, benefits, and 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.

Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010

- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Children with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and Responsibilities

The Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Leadership Team will be responsible for:

- Ensuring that staff members are aware of children's disabilities and medical conditions.
- Establishing whether a new child has any disabilities or medical conditions which the Academy should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding children's disabilities arise.
- Working closely with the Governing Body, LA and external agencies to effectively create and implement the Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Leadership Team and Governing Body to ensure that children with SEND are appropriately supported.
- Ensuring they have oversight of the needs of children with SEND attending the Academy, and advising the CEO in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled children to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any child as a result of their disability.

The Accessibility Audit

The Academy will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – assess the extent to which children with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – assess the extent to which children with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – assess the extent to which children with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Academy will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes children who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account children's disabilities and the preferences of their parents/carers. The actions that will be undertaken are detailed in the following sections of this document.

Curriculum

Targets	Strategies	Timescale	Success Criteria
Learning aids to be produced.	SENDCo to work closely with teaching teams to advise and offer support in ensuring teaching resources are appropriate, targeted and effective. SENDCo to review teachers planning termly and hold termly meetings to discuss needs.	Ongoing	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired children.
To support SEND children with homework.	Adapt the homework offer for those with additional needs in order to make homework accessible. Offer in-school support and sessions to those children with additional need in order to have adult support in completing appropriate tasks.	From January 2023 - ongoing	Parents/carers report that children are engaging with homework and are more confident in completing it independently.
To improve access for children with communication and interaction needs.	<p>Complete an audit for staff training needs, plan and deliver/organise external CPD training.</p> <p>Arrangements are in place for those with speech and language and communication needs can access external support.</p> <p>Build strong links with SALT.</p> <p>Work alongside SEND colleagues in local area through Quadrant Forum to share best practice and seek support and advice from appropriate bodies.</p>	Ongoing	Staff recognise and support needs in class and make appropriate referrals to the SENDCo.
Enhance provision and differentiate appropriately for children with dyslexia and dyscalculia.	Assign CPD for dyslexia and dyscalculia, differentiation and recording methods.	CPD – October 24- Janaury25 & as need arise	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; staff access appropriate CPD; online learning modules if required.	As required	Raised confidence of support staff.

Educational visits to be accessible to all.	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness. Seek additional adult support including support from parents/carers as appropriate.	As required	Children in school able to access all educational visits and take part in a range of activities.
Use appropriate assessment tools and activities for children working pre-key stage	Use other professionals' suggestions for adaptations of the curriculum – e.g. specialist teachers.	As required	Children working at pre-key stage will have consistent approaches for assessment and planning. Children working pre-key stage will access every subject in a tailored way
Appropriate use of specialised equipment to benefit individual pupils and staff	Chromebooks available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia. Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys. Monitor and observe use of equipment e.g. visual timetable, writing with symbols, wobble cushions. Use of talk typing.	As required	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning. Children engage with learning and make progress.
Collaborative working with the MK Sensory Team to support children with sensory impairment	Sensory Team to visit as deemed necessary, dependant on need, all children with severe hearing or vision needs. One-page profiles along with targets and strategies to be determined by the Sensory Team and implemented by class teachers.	As required	As specified

	Class Teachers and SENDCo to seek specific guidance where necessary from child's key adult.		
Continue to engage with external professionals to support access to the curriculum for all.	Seek support from professionals including: Specialist Teachers, Speech and Language Therapists, Occupational Therapy, Educational Psychology and Specialist Schools, including White Spire and Romans Field. Advice to be shared with teaching team and added to Support Plans as appropriate.	As required.	To be reviewed in-line with school process of reviewing targets and provision. Additional support to be sought as necessary.

Physical Environment

Targets	Strategies	Timescale	Success Criteria
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. 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 an evacuation.
Ensure hearing/visual equipment in class, specialist classrooms and shared areas is fully functioning to support hearing/visually impaired.	Seek support from specialists on the appropriate equipment and ensure suitability and systems are in place for portability as required.	Ongoing	All children have access to the equipment at all times required.
To improve access for children with communication and interaction needs.	Complete an audit to ensure all staff are trained in ASD. Organise training for any staff who require it.	Ongoing	Staff are confident to recognise and support needs in class and make appropriate referrals to the SENDCo.

	Staff are aware and make appropriate adaptations to meet the child's individual needs for example a personal work station and visual schedules.		
To improve access, progress and participation for children with social, emotional and mental health needs.	Sensory room provision for children with SEMH needs. Visual schedules, WEE focus posters, own work stations and adaptive work for those with SEMH needs.	Ongoing	Children are more confident within the Academy and are able to access learning.
Ensure access for all SEND children at extra curricula clubs and reasonable adjustments are made to enable participation	Risk assessments put in place if needed.	Ongoing	All SEND children offered ECCs and uptake successful.

Information

Targets	Strategies	Timescale	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. Office staff will support and help parents/carers to access information and complete school forms. Ensure website and all documents accessible via the school website can be accessed by the visually impaired. Latest newsletters uploaded to school website are translatable.	Ongoing	All parents/carers receive information in a form that they can access. All parents/carers are able to understand and know the headline information of the school.
Provide information in other languages for children or prospective	Access to translators, sign language interpreters to be considered and offered if possible.	As required	Children and/or parents feel supported and included.

children who may have difficulty with hearing or language problems.			
To improve access for children with SEND to core Academy procedures and expectations as well as special events.	<p>Staff use a full range of communication tools to meet the diverse needs of the school community.</p> <p>Staff are aware and make appropriate adaptations to meet the needs of all stakeholders.</p>	Ongoing	Our parents and children with SEND report easier access and clear understanding of Academy messages.
To improve access, progress and participation for children with social, emotional and mental health needs.	<p>Staff training, using external bodies where appropriate.</p> <p>Staff awareness and application of the zones of regulation scheme which is implemented throughout the Academy.</p> <p>Communication to the wider community i.e. parents regarding positive mental health awareness i.e. workshops.</p>	Ongoing	Parents and children are more confident to recognise need and seek help. Staff feel more able to recognise need and respond appropriately.

Monitoring and Review

This plan will be reviewed every three years by the Governing Body and CEO.

The next scheduled review date for this plan is December 2028.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.