



Five Spires Academy
Accessibility Plan

Plan Agreed: September 2017

Plan Review: September 2019

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Accessibility Plan

2 year period covered by the plan: September 2017 to September 2019

Plan agreed: September 2017

Plan review: September 2019

Lead member of staff: Helen Bye

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

1. Not to treat pupils less favourably for a reason related to their disability.
2. To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage.
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals for the Governing Body of the school to increase access to education for disabled pupils in three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum.
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, taking account of the views expressed by pupils and their parents about their preferred means of communication.

It is a requirement that the school's accessibility plan is resourced, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The School's Context

We are a one form entry primary school for boys and girls admitting pupils from Nursery to Year 6. The school consists of two buildings both are of one storey construction. The site is small and has playground space around the main school building all of which are accessible. The school's interior has wide corridors, wide doors and disabled toilets for adults and pupils. We have two marked disabled parking bays in the car park. Our entry sign-in system is low enough for wheelchair users to operate.

The School's Aims

- We embrace the partnership between school and home
- Every individual has a right to be a part of a community where each member is valued and respected for their own worth.
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- The curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEND Revised Code of Practice (2015)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI Inspection

The priorities for the Accessibility Plan for our school were identified by a planning group which consisted of:

- School Business Manager/Health & Safety Governor
- Headteacher
- SENCO

Accessibility Action Plan 2017 - 2019

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME-FRAME	ACHIEVEMENT
To ensure that teachers are given training and advice on how to plan effectively to meet the needs of all pupils.	Undertake an audit of staff training requirements	All staff are able to more fully meet the needs of disabled children when planning the curriculum	SLT	September 2017 and ongoing as staff members join the team.	Increase in access to curriculum.
For school to have an accurate picture of the needs of any pupil with a disability.	Review specific needs of any child with a disability in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of any relevant issues to ensure any child has equality of access to life preparation learning. That professional partners have been used effectively.	SENCO	Ongoing if a child is identified with a disability.	Increase in access to all school activities for all disabled pupils.
All out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review out of school provision to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	SLT	September 2017	Increase in access to all school activities for all disabled pupils.

Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	Lessons are accessible to all pupils.	SLT/SENCO & teaching staff	September 2017	Increase in access to EYFS and National Curriculum
Ensure that staff training raises awareness of disability issues.	Provide appropriate training for all stakeholders. Gather information from staff around any current issues.	All stakeholders are aware of issues relating to access.	External agencies when appropriate. SLT/SENCO	September 2018	Community will benefit by our inclusive environment.
Availability of written material in alternative formats when specifically requested, including school brochures, newsletters etc.	The school will take advice from professionals regarding converting written information into alternative formats when appropriate.	The school will be able to provide written information in different formats when requested by individual families.	SBM/SENCO/SLT	September 2018	Delivery of information to disabled pupils improved.
To provide specialist equipment to ensure accessibility to curriculum.	Assess the needs of the pupils in each class and provide appropriate equipment, e.g. writing slopes, pencil grips etc.	Pupils are developing their independent learning skills.	SENCO	Ongoing, reviewed termly.	Improved access to curriculum.
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies will reflect current legislation.	Headteacher/LGB	September 2017 and ongoing	Increase in access to all school activities for all disabled pupils
To ensure that, where possible, the school buildings and grounds are accessible for all pupils and adults and	Audit accessibility of school buildings and grounds. Suggest actions and include in	School building is modified to improve access, e.g. pedestrian path too steep.	Headteacher/SBM	May 2017	Access to the school is improved for pupils/adults with disabilities.

continue to improve access to the school's physical environment for all.	school's Strategic Impact Plans.				
To ensure that any parent who is unable to attend school, because of a disability, can access parent's evenings.	Respond to individual requests.	Staff hold parents evening via phone/Skype or send home a written record.	SLT and teaching staff	Ongoing, termly	Parents are informed of their children's progress.