



Accessibility Policy and Plan

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Date approved by Governing Body	March 2023
Governor signature	
Date uploaded to website	March 2023
Review date	March 2026

Accessibility Policy and Plan

Introduction:

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Lightyear Federation is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability:

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Some specified medical conditions are considered as disabilities. Long term is defined as lasting, or likely to last, for at least 12 months.

The law on disability discrimination is different from the rest of the Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. Schools and education authorities have a duty to provide reasonable adjustments for disabled pupils under the Equality Act 2010.

Definition of Special Educational Needs:

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs and Disability Policy and Information Sharing Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Federations Accessibility Policy and Plan explains how we will ensure equal opportunities for all our pupils, as well as:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils and their families.

At Greatstone and Repton Manor Primary schools, we will ensure that we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Accessibility Plan 2023 – 2026

Aim 1: Increasing the extent to which disabled pupils can participate in the curriculum.							
	Targets:	Strategies/ Actions:	Timescale	Who	Success Criteria	Impact	Achieved
Short Term	Data collection – to have a clear overview of the special educational needs and/ or disabilities of all stakeholders to that known needs can be responded to appropriately to enable full accessibility to all areas of the physical building, as well as the curriculum.	Data collection for all children and staff to be stored electronically – this information is to be collected at the point of transition into the school and reviewed annually. Awareness of additional needs for staff and parents- relevant staff members to provide additional support where appropriate and reasonable.	Annually	Inclusion Director/ Admissions Administrator	A clear identification of need is recorded and documented – this will be shared in the Equality Policy. Stakeholders needs will be meet in a timely manner, with appropriate and reasonable adjustments being made. Specialist advice and training sought where appropriate.		
Medium Term	Transition – to ensure that all stakeholders have a successful transition including; year group to year group, nursery to primary and primary to secondary, as well as change of placement e.g. mainstream to specialist setting/ provision and vice versa.	Transition programme identified at both schools to support nursery to primary, primary to secondary and year to year transitions. Transition meetings held – teacher to teacher/ setting to setting, as well as meetings with the Inclusion team to ensure a clear understanding of need and provision is received. Additional transition sessions given to children and staff for identified individuals. Record of need at class less created and updated accordingly to ensure all staff have a clear understanding of the need of all individuals at point of transition.	Annually June 23 June 24 June 25	Inclusion Director/ HoS's	Receiving CT's have a clear understanding of need. Appropriate training identified and sought – prior to transition where appropriate. Children receive additional transition sessions and resources to aid with the change of setting/ adult.		

<p style="text-align: center;">Long term</p>	<p>Diversity – to ensure that the curriculum promotes awareness of a range of special educational needs and/ or disabilities, allowing for inclusion for all.</p>	<p>The curriculum educates all children to have an awareness of individual differences including that of special educational needs and/ or disability. Within the curriculum, the school provide full access to all aspects of the curriculum by making reasonable adjustments and ensuring their best endeavours to meet the individual needs of all children identified as having a special educational need and/ or disability with or without a disability.</p>		<p>Whole School Approach.</p>	<p>The needs of all pupils, parents and staff are met and represented within the school.</p> <p>Mainstream Core Standards are regularly reviewed and continue to be embedded throughout the curriculum as part of Quality First Teaching.</p>		
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Aim 2: Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;

	Targets:	Strategies/ Actions:	Timescale	Who	Success Criteria	Impact	Achieved
Short Term	Bi-Termly environment walk around implemented to ensure accessibility for all – consider accessibility for Physical and Sensory Disabilities, as well as Hidden Disabilities.	<p>Accessibility for all to be incorporated into site walks – ensuring timely adaptations to the physical environment for all stakeholders.</p> <p>Liaise with appropriate professionals/ services to complete learning environment audits, particularly for VI and PD.</p>	Bi-Termly	Inclusion Director/ Site Managers/ HoS's	<p>Learning Environments are well resourced with a range of provisions/ strategies to meet the needs of all learners.</p> <p>Professional advice sought and acted upon in a timely manner ensure inclusivity.</p> <p>All areas are accessible to stakeholders with a Physical disability. All learning environments are well adapted to support individuals with a visual impairment.</p> <p>Risk assessments and Personal Emergency Evacuation Plans are written and regularly reviewed for all children ensuring children have the appropriate provision and support to evacuate safely, should this be required.</p>		
Medium Term	To ensure that all learning environments and areas, promote a fully inclusive environment meeting the Mainstream Core Standards.	<p>Identify training programme – to ensure high quality provision available as part of QFT and via interventions.</p> <p>Obtain parent/ pupil voice re QFT and provision available for all children.</p> <p>Collaborative working with parents/ carers regarding the development plan for accessibility and inclusive practice.</p>	Ongoing	Inclusion Team/ Teaching Staff	The needs of all pupils are fully met and enable all stakeholders to be able to access all elements of the schools offer including Breakfast and After School Club; Teacher led Clubs etc.		
Long term	To promote a Physical Education Curriculum (including OPAL) that is fully inclusive to the needs of all stakeholders throughout the school day and beyond.	<p>Review the provision offered to learners, obtaining pupil voice.</p> <p>Staff training needs identified, with STLS support identified to further enhance the current provision available to learners.</p>	Annually	Inclusion Director/ PE and OPAL Leaders.	<p>All learners are able to fully access sports/ physical activities, removing barriers to learning experiences.</p> <p>Staff confident in knowing how to adapt activities/ learning experiences.</p> <p>All learners are able to access arrange of physical activities during; the school day and beyond, sporting events, school trips and residential trips etc.</p>		

Aim 3: Improving the availability of accessible information to disabled pupils.							
	Targets:	Strategies/ Actions:	Timescale	Who	Success Criteria	Impact	Achieved
Short Term	To review and refine how information is shared/ communicated with all stakeholders, ensuring that it is accessible to all.	Information shared with all stakeholders will be accessible to all regardless of need – consider how stakeholders will access this information e.g. Visual/ Hearing Impairment/ English as an Additional Language/ Learning Disabilities etc. Information communicated in a range of formats to support all stakeholders – support provided to stakeholders, where appropriate, to complete forms etc.	Ongoing	Inclusion Team/ HoS's and DHT's	Information is accessible to all stakeholders and provided in a range of formats including, electronic, large print, alternative languages etc. Where appropriate, translators will be sought to aid communication between stakeholders.		
Medium Term	To ensure that learning environments are fully supportive of communication needs and enable all stakeholders to be able to access information in a variety of ways.	Where appropriate, enlarged print to aid stakeholders with visual impairments. Signage around the learning environments will be pictorially supported (using symbols/ photographs). Resources will be printed in a range of languages, where appropriate, to support stakeholders who speak a different language and are still mastering the English Language.	Ongoing	Inclusion Team/ HoS's and DHT's	All stakes holders are able to communicate successfully, using a range of resources and strategies provide by the school. Timely and appropriate adaptations made to ensure access for all. Advice sought from appropriate professionals to ensure good communication strategies for all.		
Long term	To promote the use of Makaton across the federation to enable all learners to be able to communicate with each other.	Children and staff will have a bank of signs and symbols to aid their understanding of Makaton. Makaton to be implemented and embedded as part of the schools daily diet – introducing signs and symbols in assemblies/ used for registration/ key phrases etc. Appropriate training and resources to be sought.	Termly/ Annually	Inclusion Team/ Teaching Staff	Children and staff will be confident in using taught signs and symbols to aid communication. Makaton is used throughout the school as part of the schools daily diet.		

