



Accessibility Plan

Signed on behalf of Governing Body

Chair

Approved Date July 2020

Review Date July 2021

1A: The purpose and direction of the school's plan: Vision and values

Upwell Academy has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B: Information from pupil data and school audit

The school currently has an average of 19% of pupils on the SEND register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech and language difficulties, Autism and emotional and behavioural difficulties, and disabilities such as deafness. Medical needs include severe allergies.

The school has physical access to the main entrance by ramp and there are disabled toilet facilities available and accessible. The interior of the building is fully accessible.

Pathways of travel around the school site and parking arrangements are continually monitored and agreed to be safe. Parking on site is restricted to the side of the school. School gates are closed during the school day to prevent vehicles entering the site; the side gate and canopy are locked. Children are not allowed through the side gate unless supervised

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground [separate areas for

KS1 and KS2]. If necessary, we will evacuate to the Methodist Church in Upwell. We will review the provision of a visual alarm should the need arise.

Space for quiet work and small group work is limited but available.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in dramatic productions, music, PE and class sharing assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources, where appropriate. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.

We have a clear policy on the administration of medicines. Forms are available from the office so that parents can request the school to administer the required medication.

Information about children with specific medical needs or allergies are displayed in the kitchen and around the school where appropriate. Information relating to these children is also passed on to lunch-time supervisors and included on strategy sheets in order to inform visiting teachers.

Inhalers are always taken on visits/trips out of school.

1C Views of those consulted during the development of the plan

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into

account wherever possible and included in our action plan. Through feedback received at parent consultations and Strategy reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. On-going monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

2. The main priorities in the school's plan

2A Increasing the extent to which disabled pupils can participate in the school curriculum

Audit the representation of disabled people in books and teaching materials and increase if necessary.

Identify areas where disabled pupils are underrepresented or underachieving.

Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.

Access ICT support in the form of individual laptops and associated programs to support learning, where appropriate.

When necessary extend the use of termly certificates to include 'Bravery Awards' for those children who may be unable to gain an 'Attendance Award' due to periods of time spent in hospital.

2B: Improving the physical environment of the school.

Investigate the possibility of installing visual as well as auditory alarm system if the need arises.

Improve the flooring in classrooms to contrast with walls and the colour of walls to contrast with doorways when internal redecoration is carried out.

2C Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled

The school will liaise with LA support services to provide information in simple language, symbols, large print, audiotape or Braille for pupils or prospective pupils who have difficulty with standard forms of printed information.

The school will also make information for parents available in a range of different formats should the need arise and be aware of font size and legibility when producing written information.

Parents and pupils will be consulted to determine preferences during Strategy reviews, parent consultations and informal meetings

3. Making it happen

3A: Management, co-ordination and implementation

School staff to be aware of the DDA and how the disability duties apply to schools through staff meetings and identification of staff training needs.

The governing body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.

The Accessibility Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.

The Access plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, Race and Human Rights legislation.

Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.

The governing body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

3B: Making the plan available

Hard copies of the school's Access Plan will be available via the school office, and the Governors' Folder.

According to the recommendation of Disability Rights Commission font size should be no less than 14 point.

Thank you.

Suggested Updates for Consideration at next review:

Suggested Change	Author	Date: