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## Mount Street Academy Accessibility Plan

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### Vision

Anthem Schools Trust is committed to working collaboratively to create ambitious and successful schools where every child thrives, and with teaching and learning being at the heart of everything we do. We understand that ensuring every child accesses Inclusive High Quality First Teaching is fundamental to good outcomes for our students. One of our mottos within the Anthem Schools Trust is ***“Every Student, Every Lesson, All the time.”***



### Purpose

This Accessibility Plan is designed to ensure that Mount Street Academy complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all students, staff, parents/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the Inclusive High Quality First Teaching in lessons, and all aspects of the school day, including those with disabilities and special educational needs.

Key Objectives of the Accessibility Plan:

- to increase the extent to which all students, including those with SEND, can participate in the school curriculum
- to improve the physical environment of Mount Street Academy to increase the extent to which students, staff and visitors with a disability can access provision within the school
- to improve communication to students and parents/carers.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools and academy trusts are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with a disability faces in comparison with students without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Duties on the school

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

The Accessibility Plan needs to be reviewed by the school every three years and it must be published in an easily accessible location such as the school's website. It is also available in large print or other accessible formats if required.

## Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow students and adults with disabilities to access the educational provision and related services at the school. This is clearly set out in the guidance: The Equality Act (2010) and Schools (Sections 4.20-4.39).

[Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

We plan, over time, to increase progressively the accessibility of the school to students and staff with disabilities.

## Planning duties

This section outlines the main activities which Mount Street Academy undertakes, and is planning to undertake, to achieve the key objectives which will be stated within our Accessibility Plan.

1) Increasing the extent to which disabled students can participate in the school curriculum.

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum
- Changes to teaching and learning arrangements
- Classroom organisation
- Timetabling
- Deployment of auxiliary aids and personnel
- Information and training for staff.

2) Improving the physical environment of the school

We see this as attempting to 'increase the extent to which all students, especially those with SEND, are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings.

3) Provision of Information

The school will make itself aware of local services, including those provided through the Local Authority for providing information in alternative formats when required or requested.

- ▪ Modified examination papers
- ▪ Modified resource and support material
- ▪ ICT facilities

## Communication with parents and carers

In order to best meet the needs of a student with a disability, our schools aim to work systemically with parents and carers. We acknowledge that the better we know and understand our children, the better we are able to meet their needs and we therefore highly value partnership working with families. We support our parents and carers to work closely with the school to provide full information about any disabilities, special educational need or other relevant information about their child(ren).

## Accessibility Audit

At Appendix 1 is an accessibility audit template relating to the above three planning duty areas which our school completes in order to inform our Accessibility Plan.

## Accessibility Plans

At Appendix 2 is an action plan template relating to the above three planning duty areas which has been created as a result of the audit. Having identified the barriers to access we then identified strategies to eliminate the barriers. For each issue identified in the audit we:

- converted it into a target
- outlined any actions required
- identified whether the actions will be short, medium or long-term priorities
- identified the source of funding

The school is committed to delivering the accessibility plans within a reasonable time and in ways which are determined after taking account of the students' disabilities and any preferences expressed by them or their parents/carers.

## Complaints

If you wish to make a complaint regarding any aspect of this plan, please refer to the school's Concerns and Complaints Policy.

## Review

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

The Director of Education will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every three years.

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Education Needs (SEN) Information Report
- SEND Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

## Appendix 1: Accessibility Audit

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
1.1 Is everyone made to feel welcome, including those with Special Educational Needs and / or disabilities?	Yes	None		
1.2 Are there high expectations of all students and staff?	Yes	None		
1.3 Do staff, Anthem Community Councils and students share and promote a philosophy of inclusion?	Yes	None		
1.4 Are students equally valued?	Yes	None		
1.5 Do staff seek to remove all barriers to learning and participation?	Yes	Sensory and emotional regulation support for children in Key stage 1 who need a break from the learning environment.	Resources required to support a breakout space for Key stage 1 children as needs have escalated this academic year. Funding to be sourced to support sensory equipment.	Yes

1.6 Are lessons made accessible to all students?	Yes – but there are current limitations.	Access for children with significant literacy needs.	Training need – training for staff in colourful semantics to be used more consistently whole school.	Yes
1.7)Are support staff used effectively to positively impact on student outcomes?	Yes	None		

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
<b>2. Staff training</b>				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	None – work completed as required with SEST		
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support students with a disability?	Yes	Access for children with significant literacy needs.	Training need – training for staff in colourful semantics to be used more consistently whole school.	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for students with a disability?	Yes	None		
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of student needs and abilities?	Yes			

Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue / barrier is it? <i>e.g. training need, policy change, documentation, physical environment, communication, resources required</i>	Transfer to the accessibility plan?
<b>3. Provision of written information</b>				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	Yes – alternative formats – large print, parent mail where information can be downloaded in different languages etc.	None		
3.2 Do you provide access to computer technology appropriate for students and adults with disabilities?	Yes – working with SEST	None		
3.3 Do you provide access to internet resources appropriate for students and adults with disabilities?	Yes – where appropriate	None		
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	Yes - Working with SEST – alternative formats and adult support. Braille being learned and delivered.	None		
3.5 Do you have the facilities to produce written information in a variety of font sizes?	Yes – RNIB formats and guides shared at last accessibility plan.	None		



3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from <a href="http://www.rnib.org.uk">www.rnib.org.uk</a> )	Yes	None		
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Questions to ask	Evidence of current good practice	Issues identified / Barrier to access	What sort of issue is it? <i>e.g. training, policy, documentation, physical environment, communication</i>	Transfer to the accessibility plan?
<b>4. The physical environment</b> <i>Consider all the areas to which students should have access, including all academic, sporting, play, or social facilities. These would include classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playground and common rooms.</i>				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for students and adults who use wheelchairs?	No – slopes installed Handrail installed for VI child	None		
4.2 Are toilet facilities and showers accessible to wheelchair users?	Yes	None		
4.3 Are there safe pathways of travel around the school site and parking arrangements?	Yes	None		
4.4 Is there any decor which may be confusing or disorientating for students and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	Work completed through CTMM.	None		
4.5 Are there any signs which may be confusing or inadequate, for example at the	No	None		

wrong height to be seen by wheelchair users or with little contrast between lettering and background, or with font which is too small to be easily visible?				
4.6 Is there accessible storage to enable students and adults with a disability to access aids and equipment?	Yes – where appropriate	None		
4.7 Are there arrangements which might prevent the inclusion of people with disabilities that affect their hearing – including rooms with poor acoustics and noisy equipment?	SEST working with staff – teacher loops provided for teachers.	None		
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	Braille added where appropriate – tactile resources being used as children learn to use braille. Guidance sought through SEST.	Child with VI being able to access the school environment – knowing locations within school.	Physical environment – resource need. Rooms to be labelled with braille / tactile resources that may be accessed to aid independence and mapping of school.	Yes
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	Yes	None		

## Appendix 2: Accessibility Plan template

[Template to be amended and completed by the school. The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context].

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim: Increase access to the curriculum for students with a disability</b>	
Current Good Practice	<ul style="list-style-type: none"> <li>• Our school offers an adapted curriculum for children to engage in their learning. We use the engagement model to support children who are not accessing the national curriculum programme of study.</li> <li>• Resources are tailored to meet the needs of all children and additional resources are available to support access for children who require additional support.</li> <li>• Teaching assistants are allocated to support the needs of all learners as appropriate.</li> <li>• Interventions are delivered throughout the curriculum to support progress catch up for all learners who require additional support, these are available for literacy, maths, SALT and PSED.</li> <li>• School works with a range of professionals and outside agencies to support learners' needs, including SALT, Educational psychologists, WTT, Specialist teaching team, Boss etc.</li> <li>• Progress is tracked and monitored for all learners, including additional monitoring by the SENCO for learners with SEND.</li> <li>• Pupil profiles are in place and targets are set and monitored in line with the APDR cycle for all children with SEND.</li> <li>• Provision is monitored termly by the SENCO to ensure access for children with SEND.</li> <li>• Nurture provision has been established to support the needs of learners.</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• For all teaching staff to be confident in delivering colourful semantics, both as part of teaching provision in the classroom and as an intervention to optimise impact.</li> </ul>
Actions to be taken	<ul style="list-style-type: none"> <li>• Training to be booked for teaching staff and TAs in colourful semantics.</li> <li>• Staff training time allocated for all staff to access training</li> </ul>
Person responsible	<ul style="list-style-type: none"> <li>• SENDCO to resource and book training.</li> <li>• SLT to ensure that time is allocated for staff training</li> </ul>
Date to complete actions by	<ul style="list-style-type: none"> <li>• Training to be booked and delivered by September 2024</li> </ul>

Success criteria	<ul style="list-style-type: none"> <li>All staff will be confident in delivering colourful semantics as part of classroom learning and / or intervention based.</li> </ul>
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Aim: Improve and maintain access to the physical environment	
Current Good Practice	<ul style="list-style-type: none"> <li>Mount Street Academy is built on one level and is wheelchair accessible.</li> <li>Ramps are in place where required.</li> <li>Handrails have been added to the slope in the EYFS area in school.</li> <li>Corridor width is suitable for all users.</li> <li>The entrance area has been redeveloped to support access for all visitors to school.</li> <li>Disabled toilets and changing facilities are available in the hygiene suite.</li> <li>Library shelves at wheelchair-accessible height</li> <li>Nurture suite is available.</li> <li>CTMM strategy implemented to support learning environments</li> <li>Resources accessed daily are at accessible heights for all learners.</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>To ensure that a breakout space is available for children in Key stage 1 to access when they need support with emotional or sensory regulation and it is not appropriate to do this in the classroom. This will be a safe space for the child and supporting staff.</li> <li>Suitable resources are available to support emotional and sensory regulation. Resources will enhance a calming space for children to regulate before they return to their learning.</li> </ul>
Actions to be taken	<ul style="list-style-type: none"> <li>Breakout room to be established and site manager to ensure that the sink area is made safe for all children to access.</li> <li>Funding to be sourced to support the purchase of resources to enhance the calming space and regulation aids.</li> </ul>
Person responsible	<ul style="list-style-type: none"> <li>SENDSCO to liaise with both the site manager and Headteacher to develop the space.</li> <li>SENDSCO and deputy operations manager to source funding.</li> </ul>
Date to complete actions by	<ul style="list-style-type: none"> <li>December – 2023 – room to be available and made safe for children to access.</li> <li>February 2024 – funding sources to be applied for.</li> <li>July 2024 – Resources sourced and in place.</li> </ul>
Success criteria	<ul style="list-style-type: none"> <li>There will be a safe space in key stage 1 for children to access when they need support with emotional and / or sensory regulation. (Key stage 1 breakout room)</li> <li>The breakout room will be resourced with sensory and calming aids to support regulation.</li> </ul>

Aim: Improve the delivery of information to students with a disability	
Current Good Practice	<p>Our school works with a number of specialist agencies to ensure that we adapt all forms of communication to meet the needs of learners, we use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille is being developed with SEST</li> <li>• Induction loops where appropriate</li> <li>• Pictorial or symbolic representations</li> </ul>
Objectives	<ul style="list-style-type: none"> <li>• For the school environment to be more identifiable for children with visual impairments, using tactile resources and braille where appropriate.</li> <li>• To ensure that supports are appropriate and accessible.</li> </ul>
Actions to be taken	<ul style="list-style-type: none"> <li>• Liaison with SEST to ensure that signage / identifiable objects around school meet the needs of learners with visual impairment.</li> <li>• Audit to be completed with the team to ensure that supports are appropriate and accessible.</li> </ul>
Person responsible	<ul style="list-style-type: none"> <li>• SENDCO in liaison with SEST – audit</li> <li>• Allocated support staff with regards to resourcing</li> </ul>
Date to complete actions by	<ul style="list-style-type: none"> <li>• Immediate areas to be completed by February 2024</li> <li>• Key stage 1 to be included by January 2025</li> </ul>
Success criteria	<ul style="list-style-type: none"> <li>• Children with visual impairment will be able to identify key areas of school independently.</li> </ul>