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Approved by	Education Executive Team	Next review	September 2023

Mount Street Academy Accessibility Plan

Date: 27.10.2021

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 pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

This plan is made available on the school's website and is also available in large print or other accessible formats if required.

Duties on the school

- Not to discriminate against pupils and adults with a disability for a reason related to their disability.
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).
- 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.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils and adults with disabilities to access the educational provision and related services at the school.

We plan, over time, to increase progressively the accessibility of the school to pupils with disabilities (the planning duty).

Planning duty

- There are three strands to the planning duty:
- increasing physical access
- increasing access to the curriculum
- increasing access to written information.

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example, in Braille, audio tape or large print formats, and the provision of information orally.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the school before and after the pupil has started at the school.

Accessibility Audit

At Appendix 1 is an accessibility audit relating to the above three planning duty areas which we have completed prior to completing the Accessibility Plan.

Accessibility Plans

At Appendix 2 is an action plan 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 pupils' disabilities and any preferences expressed by them or their parents.

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 Education Director will monitor the school's compliance with the plan on an annual basis. The Trust will review the template plan every two 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
- Disability Policy
- Administration of Medicines and Supporting Pupils with Medical Conditions Policy

Appendix 1: Accessibility Audit

[Template to be amended and completed by the school]

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
1. Culture and ethos –policies and practices				
1.1 Is everyone made to feel welcome, including those with physical disabilities or sensory impairments?	None			
1.2 Are there high expectations of all pupils and staff?	None			
1.3 Do staff, Local Governors and pupils share a philosophy of inclusion?	Teacher's understanding of the balance between QFT and intervention – inclusion vs separation. Teachers setting SMART suitable targets that enable inclusion.	Being educated separately to others. Interventions have value but a balance with high emphasis on QFT is important.	Training – SEND training to be delivered to support teachers' understanding of target setting and delivering support in an inclusive environment, with the use of evidence-based interventions as a support for QFT, not an alternative. New governor to be invited to share ideas on how to promote further inclusive values. Assembly plan to include information for children on individual difference and	Yes

			promote respect for other children with differences.	
1.4 Are pupils equally valued?	None			
1.5 Do staff seek to remove all barriers to learning and participation?	None			
1.6 Are lessons made accessible to all students?	None			
1.7 Do you make the best use of teaching assistants (LSAs, HLTAs)?	None			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
2. Staff training				
2.1 Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	None			
2.2 Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with a disability?	Communication needs – many children are requiring alternative supportive means of communication to support language.	Children unable to communicate with others.	Training – school to look at providing Makaton training. CH to provide images to support PECS. Nursery staff to be trained in Intensive interaction program from educational psychology team.	Yes
2.3 Are your staff aware of how classrooms should be optimally organised for pupils with a disability?	There are a growing number of children within school with significant needs currently, staff are having to be flexible and diverse in their classroom offers.	Yes	Staff training, physical resources, consistent approaches, communication between staff. School is currently implementing continuous provision across KS1.	Yes
2.4 Have staff received training in ensuring that lessons are responsive to the diverse nature of pupil needs and abilities?	None			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
3. Provision of written information				
3.1 What provisions are made for making information available to all people who may need access to goods, services and facilities?	None			
3.2 Do you provide access to computer technology appropriate for pupils and adults with disabilities?	None			
3.3 Do you provide access to internet resources appropriate for pupils and adults with disabilities?	None			
3.4 Do you ensure that information is presented to groups in a way which is user-friendly for pupils and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams?	None			
3.5 Do you have the facilities to produce written information in a variety of font sizes?	None			
3.6 Do you make use of RNIB guidelines formats? (RNIB guidelines may be obtained from www.rnib.org.uk)	None			

Questions to ask	Issues identified	Barrier to access?	What sort of issue is it? *e.g. training, policy, documentation, physical environment, communication*	Transfer to the accessibility plan?
4. The physical environment *Consider all the areas to which pupils 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.*				
4.1 Are there any physical structures such as doorways, steps and stairs which may act as barriers for pupils and adults who use wheelchairs?				
4.2 Are toilet facilities and showers accessible to wheelchair users?	None			
4.3 Are there safe pathways of travel around the school site and parking arrangements?	None			
4.4 Is there any decor which may be confusing or disorientating for pupils and adults with a disability with a visual impairment, for example floors and walls which are the same colour?	None			
4.5 Are there any signs which may be confusing or inadequate, for example at the 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?	None			

4.6 Is there accessible storage to enable pupils and adults with a disability to access aids and equipment?	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?	None			
4.8 Are there non-visual guides to assist people to use buildings including changes in surfacing materials, lifts with tactile buttons etc?	None			
4.9 Do emergency and evacuation systems include alarms with both visual and auditory components?	None – Personal emergency and evacuation plans are also in place.			

Appendix 2: Accessibility Plan template

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

AIM: For all staff, governors and pupils to share a philosophy of inclusion.	
Current Good Practice	Throughout our team, there are pockets of brilliant practise including; differentiated curriculum, 5 point scale use, targeted intervention, nurture provision and child-centred approaches, however this is not always consistent.
Objectives	For all staff, governors and pupils to share a philosophy of inclusion.
Actions to be taken	Training – SEND training to be delivered to support teachers' understanding of target setting and delivering support in an inclusive environment, with the use of evidence-based interventions as a support for QFT, not an alternative. New governor to be invited to share ideas on how to promote further inclusive values. Assembly plan – to include an assembly to inform children / promote respect of difference.
Person responsible	Whole Staff
Date to complete actions by	By July 2022
Success criteria	Staff will be aware of how to write supportive targets and plan provision for children with SEND and enable them to learn within the class, accessing more QFT. They will know when to access an evidence-based intervention. Children will be able to recognise differences respectfully and celebrate achievements of all pupils within the school.

Aim:	
Current Good Practice	Some staff are able to communicate with children through the use of Makaton and PECS but this needs to be on a wider scale.
Objectives	For all staff to be able to offer alternative means of communication to children who are unable to verbally communicate.
Actions to be taken	Training – school to look at providing Makaton training for school staff. CH to provide more images to support PECS – staff know how to use these. Nursery staff to be trained in an 'Intensive interaction' program delivered by the Lincolnshire educational psychology team.
Person responsible	Christina Horton - SENCO
Date to complete actions by	By December 2022
Success criteria	All staff will be able to offer alternative communication support to children who need it, including: pre-verbal movements, signing and visual communication. (Intensive interaction , Makaton and PECS).