



Cabot
Learning
Federation

Accessibility
Plan
Minerva
Primary
Academy

Version 1.0 June 2020

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1 Introductory Statement

- 1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the SENDCo and Operations Manager of the Academy and covers the period from July 2020 to July 2023. The plan is available in large print or other accessible format if required.
- 1.2 The plan takes account of Minerva Primary Academy's public sector equality duty set out in section 149 of the Equality Act 2010.
- 1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a brand new state-of-the-art building with a capacity for 420 students, which was opened fully for pupils in November 2018. The new facilities comprise of a two storey building with multi-use hall. It includes a dance studio, project break out spaces and an enrichment room with a fully functioning kitchen for cookery and baking. There is an accessible lift to enable movement from one story to another and a ramp ensures access to all at street level. Nursery, Reception and KS1 classrooms are situated on the ground floor, all with doors which open immediately out to the outdoor space. The dining and kitchen facilities, along with the office and community spaces are also situated on the ground level. KS2 classrooms are on the second story via staircases at either end, and these have adjoining doors between parallel classes. All corridors and classrooms have been built to ensure their width is disability compliant. We have disabled toilets on both floors.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus

- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the Senior Leadership Team, Health and Safety Committee and Academy Councillors for SEND. There will be a full review of the Plan in July 2023 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.



3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|--------------------|--|---|--|--|--|
| Short term | Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum. | Training of staff. | Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. | Ongoing | Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations. |
| Short term | School visits accessible to all children | Audit of visits in terms of accessibility | All school visits are accessible to all our pupils | Ongoing | All risk assessments completed. Reasonable adjustments made to ensure all children access visits |
| Short term | Classrooms are suitable for all learners with a physical impairment or disability. | Classrooms to be organised in a way that is suitable for all learners with a physical impairment or disability. | SEND students can fully access the curriculum and learning. | When students are identified adaptations are made within 1 week, unless specialist equipment needed. | Students are able to access all learning including practical subjects. |
| Medium term | Developing a sensory break out area | Identify appropriate area/ resources in line with the need of current cohort. | Children who need sensory engagement or breaks have an environment that meets their needs, supporting their progress | Jan 2021 | Children who need sensory diets have their needs met and are successfully meeting personalised targets. |

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| | | | against their targets in the classroom. | | |
| Long term | Accessibility of the curriculum for all students | Ongoing review of the curriculum and introduction/continuation of alternative support linked to life skills. | Representation on school council and other student bodies is fully inclusive. Children who cannot access the National Curriculum have other valuable learning goals met to enable them to thrive in society. | Ongoing | Our MPA curriculum is flexible, personalised and meets the needs of all learners. |

3.1 Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 Improving the physical environment of the school to increase access to education by disabled pupils

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|--------------------|--|--|--|-----------|---|
| Short term | Ensure the sensory needs of students are met | Complete sensory audits for students with sensory needs of all students particularly those with Autism Spectrum Condition (ASC), assessing the learning environment. Review and plan to incorporate further access to low arousal areas. Introduction of a sensory room or area. | Students sensory needs are effectively met within the Academy. | 2020-2023 | Key areas are assigned as low arousal areas and students use these to manage their sensory needs. A sensory room or area is in place and operational. |
| Medium term | Ensure that accessibility to all areas is reviewed and maintained. | Complete Accessibility audit Action any recommendations. | Accessibility of the environment is reviewed in line with the needs of students. | Annually | Physical environment is accessible to all. Completion of annual audit. |
| Long term | Improvements to help the visually impaired | If necessary, classroom signs and information to be printed in Braille. | Some areas are made more accessible to visually impaired children. | Ongoing | Physical environment improved. |
| Long term | Improvements to help the hearing impaired | If necessary, install hearing loop/soundfield. Alarm linked to fire alarms. | Learning experiences of pupils with hearing difficulties enhanced | Ongoing | Improved experience for children with hearing impairment. |

4.1 Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
|--------------------|---|---|---|-----------|--|
| Short term | Ensuring availability of written material in alternative formats. | Become aware of the services available through the LA for converting written information into alternative formats. | If needed, the School could provide written information in alternative formats. | 2020 | Delivery of information to disabled pupils is improved. |
| Short term | Ensure communication to parents about SEND related issues takes multiple forms. | SENDCo to develop contact list for SEND communications including text, email and EAL information. | All families of children with SEND are kept regularly informed of key updates and understand processes within the school. | 2020 | Communication of information to SEND families is improved. |
| Medium term | The Academy to use more visuals around the building. | Ensure all classes use a visual timetable. New Makaton purchase by CLF in can aid further review of signage. SENDCo and Operations Manager to review current visual signage throughout the Academy. Student voice sought through the Student Council. | Visuals are used effectively by parents and pupils to navigate the school building. | 2020-2021 | The building will be more accessible to those who have language needs. Posters in use for students. Visual symbols in high traffic places. |
| Long term | Ensure the Academy website is more user friendly and accessible to all parents with a specific area for SEND. | Discuss areas of priority to work on in the first instance. Discuss how parents and other stakeholders can be involved. SENDCo to plan the SEND Zone and work with IT team to create. | School website is user friendly and easily accessible. Parents of children with SEND can access useful information via the school website. | Ongoing | All parents can successfully access and navigate the school website, particularly those of children with SEND. |

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| Approved by: <i>Jenny Harvey</i> | Principal |
| <i>Bridget Sutters</i> | Academy Council |
| Approved on: | |
| Review date: <i>July 2023</i> | |

