L.E.A.D. Academy Trust
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Sycamore Academy
Accessibility Plan

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ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the L.E.A.D. Multi Academy Trust, pupils, parents, staff and governors of the school.

2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Sycamore Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

    - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

    - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

    - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

8. The Plan will be monitored through the Site Development Committee of the Governors.

9. The Plan will be monitored by Ofsted as part of their inspection cycle.

This Accessibility Plan should be read in conjunction with the following documents:

- Behaviour Policy
- Curriculum Policy
- Equality Policy
- Health and Safety Policy
- SEND Policy
- School Prospectus
- School Improvement Plan

Date of signing ……

Chair of governors …….

Head Teacher ……

Date of next review: December 2019

Contextual Information

Sycamore Academy is a two storey building of modern design. All the ground floor is on one level and is accessible throughout. The school has a lift for access to the second floor.

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Improving Physical Access

An Access Audit was carried out by Sycamore staff in September 2015 and reviewed in November 2018 a number of recommendations made:

Item	Activity	Timescale	Review November 18
Plan for the Local Authority to visit to audit the school for any other accessibility issues	Contact David Thompson, complete audit and then action plan	By end of Spring term 2016	Achieved
The school is aware of the access needs of pupils, staff, governors, parents / carers and visitors	To record any access issues which may arise for pupils as part of induction process, writing of health care plans, Individual provision maps. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access arrangements during recruitment process	Ongoing	Achieved - Ongoing
To improve signage and external access for visually impaired people	White strip mark step edges	By end of Autumn term 2015	Achieved – ensure they are maintained
Ensure all disabled pupils can be safely evacuated	PEEPs to be written for all pupils requiring one. Look into getting evacuation chairs for upstairs and downstairs.	Yearly for appropriate children By end of Summer 2019	Ongoing
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access.	Ongoing	Achieved - Ongoing
Improve signage to indicate access routes around school	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school.	End of summer term 2016	Achieved – Ensure signage is always up and visible.
Disabled changing facility in main school building	Disabled changing facility to be situated in main part of school as well as Foundation to make it easier for older children to be changed and to improve their dignity.	Christmas 2015	Achieved

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Improving Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practise/differentiated resources.	Ongoing	Increase in access to the Curriculum. Needs of all pupils are met
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations. Staff to be made aware of Equality Act 2010 and to make reasonable adjustments	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning and that reasonable adjustments are made to enable this. The use of other professional partners has been made available.	Ongoing	Needs of all pupils are met. Good progress made by all learners
Training for teachers on different areas of need and Quality First Teaching strategies and relevant interventions and resources available for each area.	Undertake an audit of staff training requirements. Review and implement QFT strategies, interventions and use of appropriate resources.	All teachers and teaching assistants are implementing relevant QFT strategies and using appropriate interventions relating to a child's primary area of need to ensure progression.	Ongoing	Needs of all are met. Correct strategies and interventions are used to ensure access to the curriculum and progression.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are included in the learning	Ongoing	Increase in access to the classroom and curriculum Needs of all pupils are met
Training for Awareness Raising of Disability Issues (Equality Act)	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment. Diverse needs of all pupils are recognised and celebrated.

Appropriate use of specialist equipment to benefit individual pupils and staff Use ICT software to support learning	Reasonable adjustments checklist to be shared with all staff Make sure the relevant software is purchased, installed and available to use where needed	All pupils who need it have access to specialist equipment and/or ICT software to assist in learning and recording. Wider use of SEN resources in the classroom	Ongoing	Increase in access to the Curriculum. Needs of all pupils are met
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school Ensure that PE providers are aware of children additional needs.	All pupils have access to PE and are able to participate to the best of their ability	Ongoing Ongoing	Increase in access to the PE National Curriculum. Needs of all pupils are met and progress made
When school is notified of a child with additional needs is joining us, we will do an audit of the curriculum and resources to ensure that we do our best to meet their needs and make reasonable adjustments.	Undertake an audit of staff knowledge, resources and the physical environment.	All staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum, resources and knowledge.	Ongoing	Increase in access to the Curriculum. Needs of all pupils are met

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Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to pupils improved
Make available school prospectus and other information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual and hearing impairment	Get advice use of IT software to produce customised materials as required. Enlarge print and use specialist equipment. With support from IES Sensory and Physical Team adapt to the needs of the individual.	The school will be able to provide appropriate resources for the child.	Ongoing	Increase in access to the Curriculum. Needs of all pupils are met
Ask parents and carers how they would like to receive information from school.	Ask parents on admission on their choice of format (paper or email communications)	Parents and carers will receive information in the medium of their choice	Ongoing	School is more effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that parents and carers receive information from class and head teacher in their preferred language.	All classes to use ClassDojo to inform parents on how their child is doing in class, for announces, messages and for the class and school story.	ClassDojo will help break down the language barrier by translating all classroom announcements and messages into parents preferred language.	Implement by end of September 2018 then ongoing support for parents	More parents will be engaged with their child's education on a daily basis. Parents will be part of the classroom/school community without language differences getting in the way.
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications