

Accessibility Plan

September 2021- September 2024

Accessibility policy and Accessibility Plan

Pheasant Bank Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in academy life.

The academy is active in promoting positive attitudes to disabled people in the academy and in planning to increase access to education for all disabled pupils. As part of the academy's communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how Pheasant Bank Academy intends, over time, to increase the accessibility of our academy for disabled pupils. Under the Equality Act 2010 academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means, "Schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Academy Advisory Board (AAB). The review process can be delegated to a committee of the AAB an individual or the Head.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the academy's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Pheasant Bank Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.

3. Pheasant Bank Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole academy training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. The Accessibility Plan will be published on the academy website.

6. The Accessibility Plan will be monitored through Academy Advisory Board committees and reported to the Full AAB

7. The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Accessibility Plan					
RATIONALE	To ensure we provide an accessible environment at Pheasant Bank Academy 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 any negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.				
PURPOSES	<ul style="list-style-type: none"> ➤ To ensure Pheasant Bank Academy plans for the accessibility of provision for all pupils, staff and visitors ➤ To improve the physical environment of Pheasant Bank Academy, adding specialist facilities as necessary, and making reasonable adjustments ➤ To further increase access to the curriculum for pupils with a disability, including participation in extra-curricular clubs, leisure and cultural activities and educational visits and considering the provision of specialist aids and equipment. ➤ To further improve and make reasonable adjustments to information available to pupils, staff, parents and visitors, within reasonable time frames considering the various preferred formats. ➤ To provide on-going training for staff and the Academy Advisory Board on matters of disability discrimination 				
NATIONAL/ LOCAL GUIDANCE	This Policy should also be read in conjunction with the following National Guidance : Equality Act 2010: Schedule 10, relating to Disability				
Aim					
Increase the extent to which pupils with disabilities can participate in the school curriculum.	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Outcome
	Pupils have an individual Graduated Response Plan which is reviewed regularly to ensure they have access to, and benefit from a wide and varied curriculum. Seek specialist	Regular monitoring by leaders at all levels of curriculum offered and progression made in line with the accessibility for individual pupils Continue to seek specialist advice and support as appropriate. Maintain all areas of the school to ensure full access to provision.	SLT Classroom teachers Inclusion team 1:1 Support staff Support staff AAB	Ongoing – reviewed each term or when a new pupils with a disability joins the academy.	Deliberate and effective action is taken to promote pupils’ spiritual, moral, social and cultural development and their physical well-being: All pupils able to access all areas of the curriculum.

	<p>advice and support where appropriate to ensure pupils access specialist equipment and support through the adaptation of provision and lesson planning. Purchase specialist equipment as appropriate. Assess the suitability of educational visit locations to ensure that all pupils are able to participate.</p>				
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Improve access to the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities and associated services provided.	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Outcome
	<p>Single storey building allows access for everybody to all areas of the academy.</p> <p>Ramps for access throughout.</p> <p>Disabled toilet access.</p> <p>Risk Assessments undertaken to ensure that educational visits are accessible to all. Transport provided as appropriate.</p>	<p>Maintain and monitor playground and paths and interior floors to ensure they are even</p> <p>Create a generalised PEEP to ensure all visitors are able to evacuate the building safely.</p> <p>PEEPs in place for all staff and pupils who require one.</p>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff AAB</p>	<p>Ongoing – reviewed during Health and Safety monitoring.</p>	<p>Children with physical disabilities can access school buildings</p> <p>All ramped access is maintained and in good condition.</p> <p>All disabled pupils and staff are able to evacuate the building safely.</p>

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Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.	Current good practice	Actions to be taken	Person responsible	Date to complete actions by	Outcome
	<p>Child friendly policies for:</p> <ul style="list-style-type: none"> • Safeguarding and Child Protection • E-Safety • Behaviour <p>Link to the local offer is available on the academy website.</p> <p>Where possible use translators in meetings where parents first language is not English.</p> <p>Information stands at Parents' Evenings Parent and pupil voice sessions Information update</p>	<p>Review in line with monitoring and self-evaluation cycles</p> <p>Ensure that information given to parents is written clearly and technical language or jargon is kept to a minimum or clearly explained.</p> <p>Ask families about any access needs during initial home visits or admissions meetings.</p>	<p>SLT Classroom teachers Inclusion team 1:1 Support staff Support staff AAB</p>	<p>Ongoing – reviewed at least annually</p>	<p>All parents, pupils, staff and visitors will receive information in a form that they can easily access.</p>
<p>FURTHER DETAILS CONTAINED IN DOCUMENTS / POLICIES</p>	<p>Anti-Bullying Behaviour Child Protection SEND Supporting Children with Medical Needs</p>				