

## Greenhill Academy- Accessibility Plan 2021-2024

### Mission statement

**“Achieve, Believe, Succeed”.**

Our mission statement **“Achieve, Believe, Succeed”** reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Greenhill 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 education, physical, sensory, social, spiritual, emotional, cultural and language 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 school.

### Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. In addition the Trust seeks to make all aspects of our premises, provision and information fully accessible to all. The plan also ensures we are compliant with the Equality Act (2010) and building regulations 2015 (part M)

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Greenhill Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

### Aim

The academy’s accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school’s curriculum.** This covers teaching and learning, including remote and

blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.

2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

## Definition of SEND

*'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'*

*A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:*

- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

### **Disability is defined as follows by the Disability Discrimination Act 1995:**

*'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.*

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

## The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between

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disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

- The Behaviour Policy.
- The Special Educational Needs policy
- Equality & Diversity Policy
- Curriculum Policies
- Critical Incidents Policy
- Health and Safety Policy
- Admission Policy
- School Prospectus
- The Local Offer
- Academy Development Plan

### Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

#### **Improving Curriculum Access and Participation**

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with physical disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.

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- Visits are a fundamental part of our curriculum. All children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- All pupils have access to Physical education and swimming.
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

### **Physical access section:**

#### **Improving Physical Access to all areas of the Academy**

- Greenhill Primary Academy is accessible for those with limited mobility.
- There are no steps or stairs that may deter access.
- The school has ramped entrances so that provision can be tailored to need.
- Further development needs to take place so that fire exits are ramped for classes. 6, 7 & 8.
- The emergency evacuation system does not have both visual and auditory components.
- Personal evacuation plans are in place for all who require them.
- All rooms are numbered and to have appropriate door signage
- There 4 disabled toilets spread out across the building.
- Symbols and large print is used throughout school for those with visual impairments (where required).
- Adapted/specialised furniture is provided to meet individual needs.
- Space for small group work and individualised work for targeted learners is provided.
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- EYFS, mainstream and the learning base have changing benches for pupils with continence needs.
- Accessible parking spaces are allocated/marked and kept available for use when needed, this includes use by parents of Base children
- A hearing aid transmitter is used by staff with children who have a hearing aid- this is used in the classroom and assembly hall by teachers.
- iPads are used in accessibility mode- hearing loop- for those learners who require it.
- The marking of steps and curb edges is part of the on-going maintenance programme for the academy.

#### **Improving Information Access to all Stakeholders:**

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required. Parentmail is used to communicate to parents. This enables parents to use translation or reading apps as needed.

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- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff are trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) were required.

**The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.**

This plan has been created following an audit completed on **16<sup>th</sup> July 2021** of current provision. Our audit is revised annually and a three year action plan is produced based on the findings.

#### App. 1 AUDIT TOOL to develop Action Plan

<b>AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum. Curriculum Access Audit Tool</b>				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Do <b>all staff</b> actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	Yes- supported by SENCOs			
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	Yes- advice from health teams which include training, reports and attendance to PCRs	Yearly monitoring from health teams such as VI and HI to assess children and provide support to Teachers		
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	Yes- but more development needed in effective use of iPads	iPads and accessibility functions to be put into practice across the academy – Staff training	1	None- Ipads already in place
Are classrooms 'SEND aware' and optimally organised for SEND pupils?	Yes	Continued induction for new staff		

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Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	Yes- Base curriculum as well as making accessible readjustments to curriculum to meet all children's needs.	PE for base children- to take part in games sessions with outside providers and attend swimming		
Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	YES- all teachers are teachers of SEND	Ongoing staff training on SEND		
Do all staff recognise, understand and allow for the	YES- all teachers are teachers of SEND			

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additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?				
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	YES – regular planning scrutiny ensures this			
Are school visits, including residential, made accessible to all pupils irrespective of any SEND?	YES – where appropriate	Plan for Base pupils to attend Robinwood residential as day attendees		
Are adaptations made to transition arrangements for SEND pupils where needed?	YES – extra transitions, PCR			

<b>AIM 2 Improving access to the physical environment of the school.</b>				
<b>Physical Access Audit Tool</b>				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Are car park spaces reserved for disabled people near the main entrance?	YES - for staff, visitors and used by some parents whose children have disabilities for drop off and collection			
Is it possible for a wheelchair user to get through the principal door unaided? If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	No- Wheelchair users would be unable to access principal office- they can access the foyer with ease- the principal would make alternative arrangements if needed access	Accessibility arranges to be made		

<p>If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight? Do all steps have contrasting edging?</p>	<p>YES- all one level  3 classrooms have stepped external exits- ramp or alternative exit</p>	<p>NFA  Price for mobile ramp</p>	<p>1</p>	
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<p>Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?</p>	<p>YES</p>			
<p>Does the school have a wheelchair accessible toilet?</p>	<p>YES</p>			
<p>Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing and visual impairment? (e.g. flashing light)?  Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?</p>	<p>All written into PEEPS</p>	<p>CHECK accessibility of fire exits for wheel chair users-class 6,7,8</p>	<p>1</p>	
<p>Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?</p>	<p>Portable Hearing loop used</p>	<p>Look into non-visual guides – speak to VI team</p>	<p>1</p>	
<p>Are pathways and routes logical and well signed?</p>	<p>YES</p>			
<p>Is appropriate furniture &amp; equipment provided to meet the needs of individual students?</p>	<p>YES- posture boards etc Regular maintains from outside agencies to check wheelchairs and standards are correct</p>			
<p>Do furniture layouts allow easy movement for pupils with disabilities?</p>	<p>YES- managed through classroom risk assessments</p>	<p>Monitored by SLT and Phase leads annually during classroom checks</p>		



Do all the corridors have a clear unobstructed width of 1.2m?	YES – except for corridor leading to staff room past the Principals office			
Are quiet rooms/calming rooms available to children who need this facility?	YES- sensory room and intervention rooms			
Are appropriate ‘Buddies’ provided for all disabled pupils who needed these on admission?	YES			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?	YES- this is considered and re-adjusted each year through HI reports and transitions			

<b>AIM 3 Improving the provision of information to all.</b>				
<b>Provision of Information Audit Tool</b>				
Question	Current Situation	Next steps needed	Year [1/2/3]	Resources needed
Does the academy provide awareness raising training to office reception staff to support them in identifying parents’/visitors’ information access needs, such as support with reading or completing forms?	No current training	Inclusion to support training for office staff- Hearing loop Translation apps	1	
Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?	Yes for in year transfers and new to school pre-school, Nursery and Reception pupils			



Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?	Letters sent online, parents can use translators to read and respond.. Microsoft forms- read questions aloud to parents Website-translator button	Make amendments for parents if requested.		
Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with information access, such as those that read aloud written E-letters, newsletters.	Staff are generally aware.	To develop with accessibility options on the iPad	1	
Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/translation to be used?	ALL communications are emailed via parent mail AND put on the website- can use translator apps, read aloud.			



Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?	No	Can this be developed for 2021-2?	1	
Does the academy provide access to computer technology and software appropriate for pupils, parents and visitors with disabilities? [e.g. widget online]	All pupils in KS2 have their own iPad for learning. There are iPads for all children in school in other year groups.	From September 2021- if required for translating or hearing loop for parents iPads available	1	
During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering to read aloud projector screens where needed?	Bilingual staff are available for translation. All screen are always read aloud by the staff member leading the session.			

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App.2 Accessibility Action Plan Template -

**Accessibility Plan for Greenhill Academy  
2021 – 2024**

<b>Plan to improve Curriculum Access</b>				
<b>Objective/Target</b>	<b>Task/Action</b>	<b>Resources/ Timeframe</b>	<b>Lead Person</b>	<b>Monitoring /Success criteria</b>
To ensure that all staff are familiar with technology and practices developed to assist people with disabilities	*inclusion lead to provide short training package on identifying and supporting pupils with additional needs who may require support to access information – e.g. use of iPad technology etc. using accessibility functions	Autumn	Chloe Glynn/ Ellie Blake	
To ensure school visits, including residential, made accessible to all pupils irrespective of any SEN	*SEN parents to be consulted around trips and residential *make initial visit to risk assess and plan activities adapted for SEN *ensure all year groups make accessibility arrangements for children with SEN to attend trips.	Ongoing	Chloe Glynn/ Jill Sullivan- Lomax/ Steph Maddison	

<b>Plan to Improve Physical Access</b>				
<b>Objective/Target</b>	<b>Task/Action</b>	<b>Resources/ Timeframe</b>	<b>Lead Person</b>	<b>Monitoring /Success criteria</b>



To ensure appropriate alternative measures are made to accommodate wheelchair users visiting the principals office	*arrange alternative meeting point such as SEN office for any wheel chair users	Autumn	John. Padley	
To ensure a ramp is provide where steps are the main fire door exit	*price up a portable ramp (1 for classes 6,7,8)	Autumn	Nathan Cheetham	
To research nonvisual guides that are used to assist people to use the buildings	*incision lead to speak to VI team regarding visual guides. *follow any advice given	Autumn	Chloe Glynn	

### Plan to Improve Information Access

Objective/Target	Task/Action	Resources/Timeframe	Lead Person	Monitoring /Success criteria
To provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs	*inclusion lead to provide short training package on identifying and supporting parents with additional needs who may require support to access information – e.g. use of iPad technology etc	Autumn Term	Chloe Glynn/ Clare Grainger	
To offer pupil reports to parents in an electronic form to allow them to use translation apps/read aloud software	*newsletter outlining possibility for online report at request. *parents to request through SLT *reports to be sent via online *parents must be on the Parent spider app to receive this	Summer Term	John Padley/ Chloe Glynn	

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