



*Inspiring All to Excellence*



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**Anker Valley Primary Academy**

# **Accessibility Plan**

## Document Control

<b>Document Title</b>	Accessibility Plan
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## Version Control

<b>Version</b>	<b>Date</b>	<b>Amended by</b>	<b>Comments</b>
2	September 2022	NH	Changes made to school communication approaches with parents.

3	September 2023	NH	Pg 7 – Removal of AIP SEND Priority 1 as no longer in place. Pg 11 – Reference made to hearing loop added.
4	September 2024	NH	References to Head of School amended to Headteacher.

**Legislation:**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

**Definition of disability under the Equality Act 2010:**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.' The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

**Vision statement:**

Every child who joins our Trust community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability including pupils with multiple or individual learning consideration. Our Trust is an inclusive organisation, which aims to: set challenging targets for all pupils and staff, to place children's rights at the heart of all we undertake and ensure that staff and resources are maximised effectively in order to secure the best possible outcomes for every child. The Trust strives to ensure that all pupils are treated with respect, integrity, and humility. This includes providing access and opportunities for all pupils.

**Purpose:**

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010: -

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

### **Aims:**

The aim of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to disabled pupils.

### **Access to the plan:**

The plan will be made available online on the Trust and each individual school website, and paper copies are available upon request.

The Academy will publish its accessibility plan with a vision statement that says the school is committed to providing an environment that:

- Enables full curriculum access and values.
- Includes all pupils, staff, parents, and visitors.

### **Each aim will encompass:**

- Current good practice
- Objectives
- Actions to be taken
- Person responsible
- Date to complete actions by
- Success criteria

Each school within the Trust will ensure that they have a plan that includes an audit of the accessibility of the school, considering features such as signage and doors.

Our schools within the Trust are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility that is school specific, this procedure sets out the process for raising these concerns.

*We have included a range of stakeholders in the development of this accessibility plan, including SENDCOs, parents and leaders across the Trust and within individual schools.*

### **Stakeholders:**

The governing body within each school recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This policy complies with our Funding Agreement and Articles of Association. Please see the attached action plans that sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

## Accessibility Plan

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Increasing the extent to which disabled pupils can participate in the curriculum	<b>Develop the use of ICT to support pupils with a Disability/Special Educational Need</b>	<ul style="list-style-type: none"> <li>*Audit of software/resources to include a range of devices.</li> <li>*Additional resources purchased.</li> <li>*DPO checks for compliance and acceptability</li> <li>*Teachers/Learners utilising ICT to support curriculum access.</li> <li>*Increase awareness of wellbeing resources (IT) available to support mental health (HOPE Project and Trust Wellbeing Lead)</li> </ul>	SENDCo Forum members Trust IT Leader Trust Wellbeing Lead Headteacher	Ongoing.	<ul style="list-style-type: none"> <li>*IT Audit</li> <li>*Resources purchased and how they are implemented within planning and audited by the Trust D.P.O.</li> <li>*Planning scrutiny including EHCPs (Education Health and Care Plan).</li> <li>*Parent/Pupil Wellbeing survey.</li> <li>*Primary Goal will review the IT Curriculum and identify areas for development to ensure that ALL pupils can access the Computing Curriculum.</li> </ul>
	<b>Monitoring differentiation, including support and challenge for learners with SEND.</b>	<ul style="list-style-type: none"> <li>*Planning identifies appropriate challenge and support for SEND learners.</li> <li>*Resources are utilised to support learners effectively.</li> <li>*SEN/Disabled learners make sustained progress.</li> </ul>	Headteacher External Support E.g., Autism Outreach Team. Education Psychologist, Occupational Therapy, Community Paediatrics. SENDCO Leaders support using / sharing best practice through the SENDCO Forum.	Regular monitoring that is <b>ongoing as school staff grows year on year.</b>	<ul style="list-style-type: none"> <li>*Planning scrutiny.</li> <li>*Book reviews</li> <li>*Lesson visits</li> <li>*Learning walks</li> <li>*Provision Mapping on Edu Key</li> </ul>

	<p><b>All out-of-school activities are planned to ensure the participation of the whole range of pupils, including accessing advice and support.</b></p>	<p>*All learners are supported to access out-of-school activities fully on an individual basis.</p> <p>*Risk Assessments are in place to enable all learners to participate in all aspects of activities- transport/ access to environments and facilities</p> <p>*Educational Visits will be monitored through Evolve. Additional Equality Impact Assessments will be made to secure accessibility to all aspects of the educational visit.</p>	<p>SENDCO / Headteacher and Executive Headteacher</p> <p>Educational Visits Leader</p> <p>Parents/ Carers where appropriate</p>	<p><b>Ongoing</b></p>	<p>*Evolve</p> <p>*Risk Assessments</p> <p>*Recorded discussions between SENDCOs and Parents in relation to out of school activities. Where appropriate After School Care Clubs.</p>
	<p><b>Regularly consult with/obtain the views of those learners identified on our Disability Register</b></p>	<p>*Ensure learner voice is heard through Anker Valley School Council/ Trust Pupil Leadership Team and surveys. Parent Surgeries</p> <p>*Use outcomes to inform future planning.</p> <p>*Termly pupil surveys</p> <p>*SEND Reviews termly</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Mental Health and Well-Being Lead</p> <p>Local Governing Board</p>	<p>Termly</p>	<p>*Inclusion Governor Link Meetings</p> <p>*Pupil Council/ Trust Pupil Leadership Team agenda/minutes</p> <p>*SENDCO Forum representative</p> <p>*Parent Surgeries to support parents</p>
	<p><b>Support teachers to refine differentiation in PE lessons and to ensure inclusive practise.</b></p>	<p>*Disabled learners participate in all PE lessons and planning enables learners to actively engage in all lessons.</p> <p>*Advice from appropriate outside agencies is utilised and best practice shared.</p>	<p>Headteacher</p> <p>PE Leads from across the Trust.</p> <p>Inclusion Leader</p> <p>Outside Providers</p>	<p>Ongoing</p>	<p>*Lesson visits</p> <p>* PE Assessment</p> <p>*Learning walks</p> <p>*Planning scrutiny</p>

			Headteacher / Executive Headteacher and Vice CEO.	Termly Review	*HT Report to LGB and Link Governor (Julia Jones)
	<b>Providing ongoing training and support for staff, pupils, and parents about Gender equality.</b>	<p>*Staff, parents, and pupils will have an increased awareness of Gender equality.</p> <p>*The needs of individual learners will be met as required.</p> <p>*Relevant staff to have attended training – First Aid/ Diabetes/ Epilepsy etc.</p> <p>*The curriculum will further explore gender equality through Sex Relationship Education curriculum.</p>	<p>SEDNCO</p> <p>Senior Mental Health and Well-Being Lead</p> <p>Mermaid Charity</p> <p>Central Support Staff- Matrix and scheduling all training at AVPA</p>	<p>Ongoing.</p> <p>Annually every September - Safeguarding Level 1 and Equality training for all staff</p>	<p>*Staff training/ CPD from SENDCos (Trust)</p> <p>*Learning environment is reviewed regularly.</p> <p>*1:1 session with MHWL is established where required.</p>

2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Improving the physical environment of schools	<b>The school environment is organised to promote the participation and independence of all pupils, including access to cloakrooms and corridors. Reviewing furniture in classrooms when needed.</b>	<p>*Access through to the main school building enables disabled access/ staff/children and all visiting members.</p> <p>*Learning environments are tidy and clear enabling access for all.</p>	<p>Headteacher and Premises Manager</p> <p>All staff</p> <p>Trust Premises Forum and Health and Safety Lead</p>	Ongoing	<p>*Environment check- in line with Health and Safety procedures (Health and Safety visits from Entrust).</p> <p>*Learning walks by Link Governors, Site Manager and Headteacher</p>

	<p><b>Ensure plans for the new building comply with legislation including for disabled access arrangements.</b></p>	<p>*Movement through the school is possible for all. (wider corridors for wheelchair access and lift).</p> <p>*All classrooms to have the same equipment to aid transition.</p> <p>*Exits/Entrance points are clearly signposted.</p> <p>*All health and Safety checks are undertaken on a scheduled basis.</p> <p>* Access for wheelchairs and movement using a wheelchair around the general building whether independently or with assistance will be integral.</p> <p>*Door frames painted in a darker colour to promote independence for those with visual impairment.</p>			<p>Health and Safety Reports termly</p> <p>*Building plans evidence all access</p> <p>- Wider corridors</p> <p>-Colour contrast of floors/ ceilings and woodwork to support visually impaired</p>
	<p><b>Allow access for all learners.</b></p>	<p>*Consideration is given to which classroom is most appropriate for specific pupils during transition – Year Reception and Year 1 classes on lower floor of school building.</p> <p>* Pupils who are not independently mobile and require walking aids will have additional access points to lift, staircases and facilities.</p> <p>*Lift allows access to the second floor for those not independently mobile.</p>	<p>Headteacher and Executive Headteacher</p>	<p>Termly during Health and Safety Audits</p>	

	<b>Disabled toilet built within the new school structures</b>	<p>*The disabled toilet is situated on the lower floor and one on the upper floor.</p> <p>*All toilets within the building can be easily accessed without the need to climb stairs or steps.</p>	<p>Premises Manager</p> <p>Inclusion Leader</p>	Ongoing	*Signage
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### 3. Improving information delivery to pupils with disabilities.

Aspect/Action		Success Criteria	Lead Person/s	Timescale	Monitoring
Improving the availability of accessible information to disabled pupils	<p><b>Increase the ease of readability of information provided to parents/others.</b></p> <p><b>Provide information on all correspondence signposting website which will read the information out.</b></p>	<p>*All parents/learners are able to access written materials/IT or verbal as required.</p> <p>*Information is available in different formats and where required assistance is available for support. This will include interpreters for EAL (English as an Additional Language) learners/parents.</p> <p>*Anker Valley Website signposted on all communications.</p> <p>*Facebook and website updates ensure that all stakeholders are updated regularly.</p> <p>*Frequent surveys engage parent/wider community opinion on communication and what can be made even better.</p>	<p>Headteacher</p> <p>All staff including Office Manager.</p>	Ongoing	<p>*Parent consultations</p> <p>*Learners Welcome Packs prior to starting</p> <p>* School Prospectus</p> <p>* Facebook and website communications shared regularly</p> <p>*Communications via Integris and email to parents</p> <p>*Tapestry to be used to celebrate pupil achievements and provide updates about attainment.</p> <p>* Requests for EAL documentation will be accessed including translators on an individual basis</p>

	<b>Ensure written material is available in alternative formats when required</b>	<p>*Establish the services that are available through the Trust for converting written information into alternative formats.</p> <p>*Information is available in different formats via the school office.</p>	<p>Inclusion Leaders alongside the Head of School.</p> <p>Office Staff</p>	Ongoing	<p>*Parent questionnaire</p> <p>*Outside agency advice</p>
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<u>Access Audit</u>	Description	Actions to be taken	Person responsible	Date to complete actions by
Feature For example:				
<b>Corridor access</b>	Corridors are wide areas surrounding with parking bays for wheelchairs and standing frames.	Maintain and ensure access at all times	Site supervisors All staff	Ongoing
<b>Lifts (chair lifts)</b>	Service level agreement in place for maintenance	Ensure pupil equipment does not block corridor and that wheelchair storage space is not blocked.	Site supervisors Class teachers	Ongoing
<b>Parking bays</b>	Disabled parking bays marked	Review service annually and check daily for clear parking access	Headteacher	Ongoing
<b>Entrances</b>	Manual Front doors enclosed lobby with a canopy	None required	Site supervisors	Ongoing
<b>Forest areas</b>	Access to the specific areas needed through side gates and wider gates.	Site supervisor will assess suitability for side or front access for disabled equipment	Forest lead Site supervisors	Ongoing
<b>Toilets(disabled)</b>	Toilets have regular checks and disabled access and alarms	Ensure alarm is serviced every 6 months	Site supervisors	Ongoing

<b>Reception area</b>	Accessible to wheelchair users Hearing Loop	Ensure corridors remain clear. SLA in place for regular service.	Site supervisors	Ongoing
<b>Internal signage</b>	Large signs in place	None required	Site supervisors	Ongoing
<b>Emergency escape routes</b>	Fire and bomb evacuation plan in place. The safety areas identified in the event of a fire for those who cannot be safely evacuated (Doors will hold for 30 minutes)	These will be based on previous procedures and action points. Door checks. PEEPS in place where required. Required number of staff are fire marshal trained and trained to use evacuation slides. Evacuation checks termly including Fire Drills/ Emergency Evacuations	Site supervisors	Ongoing

**Monitoring arrangements:**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher alongside each individual school within the Trust.

**Links with other policies:**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy