

Bell Lane Academy Accessibility Plan 2016

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- Academy curriculum - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services - access to services within and external to the school to support families where a disability is identified
- Awareness - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- Communication of information - how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

PHYSICAL FACILITIES	Processing for identifying barriers
	<ul style="list-style-type: none"> • Action planning following site inspections by relevant personnel (e.g. Premises manager, SEND governor). • Feedback from users of the academy. • Needs review for enrolment of pupils through discussion with the Headteacher or liaison with relevant services. • Review of One Page Profiles (OPPs), My Support Plans (MSPs), Education Health Care Plans (EHCPs) and statements for pupils with SEN/D.
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Disabled toilets in Main and Upper Block repaired/upgraded as needed. • Main entrances to the building are accessible with ramps that are regularly maintained.
	Objectives for improvement 2016-2018
	<ul style="list-style-type: none"> • Disabled parking bay to be available on request. • Sign for disabled parking bay with assistance telephone number. • Look at viability of putting a disabled toilet in Nursery. • Look at viability of lowering half of office reception window. • Look at viability of automatic main entrance doors.
	Monitoring of plans
<p>This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.</p>	

ACADEMY CURRICULUM	Processing for identifying barriers
	<ul style="list-style-type: none"> • Monitoring of class teaching, learning support and impact on progress. • Data analysis by teachers and SLT at termly pupil progress meetings. • Reviews of OPPS, MSPs and EHCPs for pupils with SEN/D. • Feedback and input from parents at consultation meetings. • Feedback from external agencies when supporting pupils in school. • Governor visits.
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • 5 laptops purchased for use by children with SEND. • Provision of appropriate sensory processing aids for specific children following advice from occupational therapist/CIAT. • Relevant staff attended ASD and Downs training.
	Objectives for improvement 2016-2018
	<ul style="list-style-type: none"> • Deliver mini-input training at staff meetings and phase meetings to ensure best practice around meeting the needs of learners with SEN/D (e.g. dyslexia friendly classroom, ASD friendly classrooms, SLCN friendly classrooms). • Staff training to be matched to the priorities determined by current academy population (e.g. currently have pupils with ASD/ADHD). • SEND resources to be audited, updated and made more accessible to all staff.
	Monitoring of plans
<p>This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.</p>	

SUPPORT SERVICES	Processing for identifying barriers
	<ul style="list-style-type: none"> • Review of OPPs, MSPs and EHCPs for pupils with SEN/D. • Advice from external agencies (including WCAT SEND advisors). • Requests and identified needs of pupils and parents through discussion, observation, feedback. • Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services. • Governor visits.
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Information for parents available on website (Local Offer, Accessibility plan, SEND policy). Updated at least yearly. • SEND procedures shared and distributed to staff to clarify how outside agencies are involved, as well as the procedures carried out for SEND pupils. • Team Teach training for 16 staff June 2014. • Whole staff training on use of Epi-pen and asthma inhalers May 2016.
	Objectives for improvement 2016-2018
	<ul style="list-style-type: none"> • Regular reviews of SEND register to identify new pupils. • Research and maintain a directory of local parent support groups for children with SEN/D. • Add links to website for information sites on aspects of SEND.
	Monitoring of plans
	This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.

A	Processing for identifying barriers
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	<ul style="list-style-type: none">• Observations of learning.• Talking to children.• Feedback from pupils, parents, staff and visitors.• Curriculum and provision reviews.• Feedback from external agencies.• Governor visits.
	Summary of progress to date in last three years
	<ul style="list-style-type: none">• Staff have attended training on specific areas of SEN/D where relevant (e.g. ASD, speech and language, sensory processing difficulties, counselling)
	Objectives for improvement 2016-2018
	<ul style="list-style-type: none">• Mark World Awareness Days by getting involved with suggested events/activities in the academy.• Review PSHE curriculum to monitor the extent of disability awareness covered by it.
	Monitoring of plans
	This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.

COMMUNICATION	Processing for identifying barriers
	<ul style="list-style-type: none"> • Feedback from pupils and parents. • Feedback from external agencies. • Review of OPPs, MSPs and EHCPs for pupils with SEN/D
	Summary of progress to date in last three years
	<ul style="list-style-type: none"> • Termly Pastoral Care Meetings (SENCo, Learning Mentors, Headteacher) to review progress and practices. • Coffee mornings introduced to ensure parents of pupils with SEN/D are listened to and have opportunity to raise concerns or share successes • Half termly review of specific vulnerable pupils with learning mentors, SENCO and head teacher.
	Objectives for improvement 2016-2018
	<ul style="list-style-type: none"> • Share OPPs consistently with parents 3x each year and evidence with parent signature. • Regular updates on SEN/D pupils at staff meetings.
	Monitoring of plans
<p>This plan to be monitored by the governing body, the SEND/Inclusion team and other relevant staff.</p>	