

Mersey Primary Academy Accessibility policy 2017-2020

Accessibility policy and Accessibility Plan

Mersey 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 continued 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 Mersey 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 that “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 Governing Body. The review process can be delegated to a committee of the Governing Body, 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. Mersey 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. The Mersey Primary Academy 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. This Accessibility Plan should be read in conjunction with the following academy policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

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

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

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

January 2017

Mersey Primary Academy Access Plan 2016 /19

Aim 1 To increase the extent to which disabled pupils can participate in the academy curriculum.					
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for pupils, and prospective pupils, with a disability.					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum	Differentiated/modified experiences/recording methods, assessments methods and homework Use of BSquared for assessing some children Performance Management observations and drop in sessions by HOA /SLT/Inclusion Managers Phase Monitoring and reviews Inclusion Managers/SENCO ensure all children are included in all areas of academy life	All children to access learning experiences and demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities	Continued monitoring (assess/plan/do/review) Class teachers Senco SLT	Planning throughout year groups show differentiation and includes whole academy strategies. Assessment and tracking methods throughout academy are robust and reliable and data analysed to plan next steps BSquared has been introduced to track progress of those children for whom the National Curriculum age related expectations are inappropriate Children with complex needs and disabilities are well catered for
Short Term	To continue to provide high quality	Ensure continuity of provision	Children are identified early and necessary	Ongoing assessment, monitoring and review	Small group support takes into account children's

	<p>opportunities and support for children with SEN/disabilities</p>	<p>Small group support is provided for individuals identified by CT's and TA's and assessed and reviewed 1/2 termly Provision includes "off target" children Children with a /complex needs/disability/FSM/LAC/gender etc. are tracked as discrete group(s)</p>	<p>action is taken to move learning forward</p> <p>Group work is relevant and appropriate to children's needs</p> <p>Groups are monitored and reviewed regularly to ensure progress</p> <p>Focus for group work is discussed by Inclusion Managers/SENcos , Phase Leaders and LSAs to ensure it is relevant and appropriate</p> <p>Regular meetings (OPP's, MSP, AR) take place between Inclusion Manager/SENCO, parents and outside agencies to discuss individuals' progress Regular updates given to Head, Senior Management Team on individuals, groups etc</p>		<p>needs and progress and do not remain static throughout the year. Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly</p> <p>Children/families/parents/ carers/ well supported</p> <p>Team working and information sharing enables academy to fully support children , families etc</p>
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Short Term	Establish close links/liaise with parents	Collaboration and information sharing between academy and families	More effective, direct discussions around key individual children within academies can take place		
Short Term	To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	Collaboration /working between all key personnel	Clear collaborative working approach		
Med Term		Academy's web-site contains details of academy /local offer detailing provision and support for children with SEND	Parents/families able to identify academies with necessary or appropriate provision for children	Achieved with regular updates	Children/families able to see resources within academy. More choice available for parents when selecting a academy
Med Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Compliance with the Equality Act 2010	All policies clearly reflect inclusive practice and procedure		All relevant information accessible to families/parents/carers and wider community
Med Term	Ensure equal access to ICT for all children	Ipads accessible in all classrooms incorporating a wide range of programmes which take account of a range of abilities and learning needs Ongoing review of software ensures programmes remain up to date and relevant to children	Learning more interactive/motivating for all children and particularly those with additional needs	Achieved Continue to monitor /review	All children have access to ICT as an additional tool for learning

Med Term	To ensure ongoing professional development for all staff resulting in high quality provision for children	Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/delivering high quality small group support etc. E.g. Specific TA training course/conferences delivered by LA	All staff continue to receive high quality training and continued professional development opportunities. All staff competent and confident in teaching and supporting children with additional needs	on-going and reviewed/ monitored regularly	CPD opportunities on-going Good provision for children whose learning/behaviour falls outside what is expected.
Long Term	To evaluate and review the above short and long term targets annually	See above		Annually	All children making good progress.
Long Term	To deliver findings/report on SEND status to the Governing Body	Regular reporting to Governors ensures all are fully informed		Annually Termly SEN Governor / SENCO meetings	Governors fully informed about SEN provision and progress
Long Term	Academy to continue to develop pro-active approaches to take account of needs of individuals and family circumstances. Provide high quality, targeted support for children and families	Continued development and review of provision as a positive approach to tackling some children's complex needs	Designated staff and Learning Mentor supporting to work together to provide support for identified children		Learning Mentor groups set up with continuing development and support for children who experience difficulties in mainstream classes and at playtimes. Lessens the amount/occasions of difficult or unpredictable behaviour in the mainstream classes

Long Term	To continue offer and develop breakfast club.	Demonstrates that the academy is committed to excellent provision for children	Academy is able to offer a number of options for young children's' care and education within a flexible programme e.g. different times/slots, breakfast club, after academy club.	Achieved with ongoing review and monitoring Ongoing as need arises	Extended and flexible service in place. Parents offered wider choice in education and care of their children Strengthened links between parents and academy Service continues to be developed in order to provide highest quality care
Aim 2 To improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.					
Short Term	Ensure that emergency evacuation procedures are effective for all children	Ensure nominated persons are known to all staff during evacuation procedures for all children with significant needs	All children/staff are protected by alarm and evacuation procedures	Monitored regularly	Achieved (monitored and reviewed regularly)
Short Term	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Monitored regularly	Lively and inviting environment maintained.
Short Term	Ensure all with a disability are able to be involved.	Review access for individual disabled children as part of Personal Provision Plan process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the academy and meetings etc.	Enabling needs to be met where possible.	Monitored regularly	All children parents/carers and visitors to the academy can access appropriately
Short Term	To ensure that the medical needs of all	To conduct parent interviews, liaise with external agencies,	Health and safety requirements are met.	Immediately and with regular review/update	Individual Healthcare plans in place and

	pupils are met fully within the capability of the academy.	identifying training needs and establish individual protocols where needed within an Individual Healthcare plan.	All staff fully aware of children in academy with medical needs		reviewed regularly. Children with medical needs are well managed in academy
Short Term	Ensure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled parents/carers to drop off & collect children Offer a meeting time to explain letters home for some parents who need this Ensure academy continues to adopt a proactive approach to identifying the access requirements of disabled parents	Needs of all visitors/parents/carers are taken into account	With immediate effect and to be reviewed regularly	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Med Term	To ensure signage in and around academy is accessible to all members of academy community	Building Access audit reviewed/updated regularly Signs in and around academy renewed when/as necessary	Key actions and costings identified by governing body	Ongoing	Academy fully accessible to all
Med Term	To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities	Continue to develop external environment to include outdoor continuous provision , playground, equipment and resources Provide areas where children can 'be quiet' or restful if needed.	Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the academy		A valuable, additional teaching area/resource available for all A quiet place for children to access when needed Children have a choice of area to access according to their need.

			<p>Good quality resources purchased to enhance children's physical development during playtime and lunchtime</p> <p>Key children able to access (Nurture) support</p>		<p>Inclusive child-friendly play areas</p> <p>Children with additional needs are supported at times when they feel most vulnerable. Less incidences of some negative behaviours</p>
Long Term	Improve physical environment of academy	Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Needs of all are taken into account when planning changes to physical environment	Ongoing	Enabling needs to be met where possible.
Long Term	To ensure driveway, roads, paths around academy are as safe as possible.	Communication with parents via safety messages /letters/walk to academy week. Bikeability for children, Road safety awareness sessions for Infant children	Health and safety given high priority	Ongoing	No accidents
Long Term	To maintain accreditation of Healthy Academies awards	Continued to work /review Healthy Academies targets	Raised awareness of managing and maintaining healthy lifestyle	Ongoing	Achievements of awards

			Children aware of wider issues relating to ecology		
Aim 3: To improve the delivery of information to disabled pupils and parents.					
	Continue to identify children/members of the wider academy community with disabilities under the terms of the Disability Discrimination Act and scheme to ensure all can access the curriculum and physical environment	Use of admission form to encourage parents to disclose this info Opportunities at induction meetings for parents new to academy to arrange appt with Inc. Managers/SENCO or home visits to further discuss their child. Continue with academy's informal 'open door' policy as a means of addressing minor problems immediately Work with Parents/ Occupational Therapists/Physiotherapists re. key children to ensure any with identified difficulties in this area (physical disabilities) are catered for	Children/adults with disabilities identified Possible barriers to access removed	In place and monitored	Any members of the academy community with a disability are identified Progress of children with disabilities tracked as a discrete group Parents able to have any potential problems addressed a.s.a.p Full access to all areas of the curriculum and physical environment
	Continue to monitor access to meetings for parents/carers with SEND	Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the academy's ongoing work with parents	Parents/carers have a more clear understanding of the meeting Parents included and supported in understanding curriculum	Immediate and with ongoing review	Removing a possible barrier for those parents with SEND Practical, creative workshops a key feature in working with parents

	Improve physical access to meetings for parents/visitors with disabilities	Academy continue to adopt a pro-active approach and where possible identify any possible problems beforehand	developments /new initiatives. Practical ideas and activities demonstrated Parents/visitors able to physically access academy. Any known barriers to access are removed or adjustments made.		Removing possible barriers for those with disabilities
	To ensure good quality information sharing between home and academy	Offer home visits to parents of children new to the academy if they so wish. Continue open door policy for parents to have opportunities to receive reports/information at face to face sessions e.g. parents meetings Use of academy web site providing key information relating to all aspects of academy Text messaging service for parents in place	Regular meetings take place to enable parents to discuss their child's progress with CT Parents able to discuss their child's needs further with Inclusion Manager/Senior Leaders if needed Home and academy are aware of issues which may impact on children's learning	Continue to assess , review and update	Admission forms contain section on disability Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date Academy web site to include relevant information to parents which they can access at home
Short Term	To ensure written information is accessible to all members of academy community	Ensure information provided for parents is 'jargon free' 'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems	All members of academy community are fully informed Some problems can be solved early and relatively simply with this informal approach	Achieved and monitored/ reviewed regularly	Good systems of information sharing between home and academy fully established

MedTerm	To continue to develop parent and pupil support systems	Continue to develop the role of the Learning Mentor /EWB Team in supporting individuals and families	Vulnerable children and families identified A more proactive approach established	Ongoing with monitoring and regular review	Learning Mentor/EWB Team working across the academy in supportive role. Parents/children know who this is and how to access. Parents/pupils have good support mechanisms in academy Vulnerable children and their families have a supportive network of professionals working with them
MedTerm	Assess the impact of current policies and practice in academy in relation to SEND	To continue meetings with staff, TAs, other agencies to discuss inclusion and disability related issues Feedback to HOA/SMT and Governing body	Policies and procedures in academy are updated taking account of any inclusion or disability issues raised. The impact of policies and procedures in academy are discussed and take into account the views of disabled members of the academy community and parents of children with disabilities	Sep 2017 with regular review	Inclusion /disability/ equality continue to be given high priority in academy
MedTerm	To review children's records ensuring	Information collected about new children.	Key records containing important info kept up to date	Ongoing	Each teacher/staff member aware of

	academy's awareness of any disabilities	Records passed up to each class teacher. End of year class teacher transition meetings Annual reviews Pupil Profile meetings between SENCO/Class teachers Medical forms updated annually for all children Individual health care plans Significant health problems i.e allergies – children's photos displayed on staffroom notice board / dining rooms/main offices/info kept in separate file in staffroom/Class SEN registers/file contain key info updates as necessary	and circulated as necessary		disabilities/medical needs of children in their classes Cooks/lunchtime supervisors aware of food allergies
Long Term	In academy record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed regularly.	Continual review and improvement	Ongoing	Effective communication of information about disabilities throughout academy.
Long Term	To ensure good quality information sharing between home and academy	All new starters to nursery/academy are invited to attend induction meetings/workshops All parents of children starting Nursery are offered a home visit prior to starting academy Series of informative workshops presented throughout academy (e.g. reading, maths) aimed at children and their parents.	Good home/academy information sharing and better developed relationships Better targeted learning experiences for children involved	on-going Achieved, continue to monitor/ review	Meetings set up and developed Smaller groupings developed/more personal approach Text messaging service established and reviewed regularly

		<p>Academy Nurse drop in sessions , EYFS Stay and Play, Parent/teacher meetings, 'meet the teacher, Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers, then to Inclusion Managers/SENCO/Members of SMT, Deputy/HOA Academy website contains key information for parents about curriculum, newsletters, key events etc</p>	<p>Children and parents working together in academy</p> <p>Parents fully aware of opportunities for discussion re. their child Info readily available in accessible formats</p>	<p>Achieved continue to monitor/ review</p> <p>As above</p>	<p>Sessions/Meetings set up and continue to be developed</p> <p>Parents confident in raising concerns if necessary Parents fully informed on all aspects of academy life</p>
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