

Stewards Academy

Parnall Road

Harlow

Essex

CM18 7NQ

POLICY NAME	Accessibility Plan			POLICY NO.	
EFFECTIVE DATE	15 th June 2022	DATE OF LAST REVISION		VERSION NO.	1
REVIEW FREQUENCY	3 years Outcomes to be reviewed and evaluated annually				
ADMINISTRATOR RESPONSIBLE	Asst Headteacher – Responsible for SEN		CONTACT INFORMATION		
APPLIES TO apply group names to define applicable areas of staff					
GROUP 1		GROUP 2		GROUP 3	
GROUP 4		GROUP 5		GROUP 6	

VERSION HISTORY				
VERSION	APPROVED BY	REVISION DATE	DESCRIPTION OF CHANGE	AUTHOR
1	Resources	11 th May 2022	Reviewed and updated	
	Full Governing Body	15 th June 2022	Approved	
		June 2023	Outcomes evaluated and reviewed Yr 1	
		June 2024	Outcomes evaluated and reviewed Yr 2	
		June 2025	Outcomes evaluated and reviewed Yr 3	

Accessibility plan

Adopted:
Approved by:

Review date: April 2025

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream provision in England.

At Stewards Academy, we are committed to ensuring the equality of education and to the opportunity for all pupils, including those with disabilities, as laid out in the above act.

We aim to develop a culture of inclusion and diversity which everyone involved in our school community feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

At Stewards Academy, we value and seek to promote a diverse school community which includes pupils, parents and carers, staff and Governors. The school takes positive steps to create a culture in which all members feel confident that they will be treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all within the school community.

Stewards Academy has adopted this accessibility plan in line with the school’s **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

This accessibility plan forms part of the school’s approach to meeting the needs of all our pupils. The plan should be read in conjunction with the school’s **SEND policy**, and **SEN information report** and shall be published on the school’s website.

Our **special educational needs policy** outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the school’s **publication of equality information and objectives** explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information, with a particular focus on students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Increasing the extent to which disabled pupils can participate in the curriculum						
1. Access to technology & specialist support	Ensuring access to appropriate use of technology such as, Chromebooks, Alpha-smarts, computers, talking measuring jugs and scales, adapted calculators and reading pens.	Increased participation in the curriculum by pupils.	Reform of the delivery of LSA support to pupils.	Improvement in the quality of support in relation to individual pupil needs.	Provide high quality CPD to teaching staff on specific learning needs.	Improvement in the quality of support in relation to individual pupil needs.
		Improved pupil independence	Provide high quality CPD to LSA’s on specific learning needs	Increased participation in the curriculum by pupils.	Provide high quality CPD to teaching staff on the use of support technology	Increased participation in the curriculum by pupils.
2. Staff CPD and training	Ensure pupils are trained to use support technology. Continue to work with specialist teachers	Greater pupil enjoyment of learning	Providing CPD on whole school systems to LSA’s.	Improved pupil independence		Improved pupil independence
		Improved pupil academic progress and attainment.		Greater pupil enjoyment of learning		Greater pupil enjoyment of learning
				Improved pupil academic progress and attainment.		Improved pupil academic progress and attainment.

	and all relevant stakeholders to meet pupils needs.					
Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided						
<p>1. Suitable learning space is provided for all pupils across all aspects of the curriculum.</p> <p>2. School site is adapted to allow pupils to move around in a safe and efficient manner.</p>	<p>Provide alternative learning spaces for pupils who cannot access 1st floor and above in block 4.</p> <p>Specialist Teachers to review the suitability of the whole school environment</p>	<p>Subject specific learning for pupils can continue</p> <p>To ensure the school site is accessible for all learners and that this is reviewed regularly.</p>	<p>Ensure whole school environment is adapted to visually impaired learners, eg yellow bands to stairs and posts make them more visible</p>	<p>To allow the safe movement of pupils around the school site.</p> <p>To increase the level of pupil independence when moving around the school site.</p>	<p>Improve to optimise the school site accessible to those with physical disabilities.</p>	<p>Increase the capacity of the school site to accommodate more learners with physical needs.</p>
Improving the availability of accessible information to disabled pupils						
<p>1. Providing information in different formats</p> <p>2. Parental engagement</p>	<p>Using RNIB resources and teaching staff to adapt worksheets and reading materials.</p> <p>Specialist Teachers will work with parents, school and pupils.</p> <p>Provide one to one support for parents with SEND.</p>	<p>Pupils can access learning materials more easily</p> <p>Improved communication between parents, pupils and school leading to improved positive pupil outcomes and experiences.</p>	<p>Providing translated information for parents who do not speak English.</p> <p>Explicit sharing of the 'Local Offer' with parents.</p>	<p>Pupils can access learning materials more easily</p> <p>Improved communication between parents, pupils and school leading to improved positive pupil outcomes and experiences.</p> <p>Increased support for parents and pupils.</p>	<p>Integrated digital platform for accessing all information relating to SEND support and entitlements.</p>	<p>Improved communication of support packages for parents and pupils.</p> <p>Improved pupil learning experience</p> <p>Greater support for parents of pupils with SEND needs.</p>

This accessibility plan and the outcomes will be monitored and evaluated annually, and the plan formally updated and revised every three years to ensure that it covers all areas of accessibility needed in the school.

Signed by

_____	SEN governor	Date:
_____	Headteacher	Date:
_____	SENCO	Date:

This document will be reviewed every three years