



L.E.A.D. Academy Trust

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# **Forest Lodge Academy**

# **Accessibility**

# **Plan**

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Forest Lodge Academy we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the academy feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Forest Lodge we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The act prohibits unfair treatment in the workplace, when providing goods, facilities and services, when exercising public functions, in the disposal and management of premises, in education and by associations.

### **Forest Lodge Academy**

Our school Accessibility Policy, is reviewed annually. As part of this review, we ensure that the school environment is accessible for all children; including those with physical and sensory needs or where English is not a first language.

Forest Lodge Community Primary School works closely with outside agencies to support children with special educational needs and disabilities. Where appropriate we source specialist equipment or furniture, or make learning environment modifications to meet the additional needs of our pupils. We currently communicate with parents in direct conversation, phone, by letter and text. We are sensitive to the needs of parents whose first language is not English or who may have other communication needs and use skilled staff within our school to help communicate effectively with such parents. All of our classrooms are inclusive; we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible to children with additional needs by using alternative 'hands on' resources and visual supports / systems.

The school's ethos/vision for its learners and community is exemplified in the school vision statement: 'A unique family working together to be the best'

Forest Lodge Academy aims to develop its policy and practice to:

- Set and maintain high expectations, which challenge children and enables them to achieve their own potential,
- Develop a passion for learning and acquire, skills, knowledge and understanding of themselves in the world,
- Ensure that all children experience an enriched curriculum which develops their talents and unlocks their potential,
- Develop individuals as highly motivated learners who seek to extend themselves in mind, body and spirit and know their uniqueness is cherished,
- Encourage children to develop moral, social and spiritual values which demonstrate care, consideration, respect and tolerance towards others and the environment,
- Inspire an inclusive belief in all, respecting everyone in spite of life experiences and physical differences, • Create a sense of belonging to a "family" community,
- Nurture children to become responsible citizens who have a thoughtful attitude towards the local, national and global community.

Through:

- Providing an accessible curriculum that is exciting and stimulates a thirst for knowledge,

- Offering teaching and memorable experiences that promote an enquiring mind and a spirit of curiosity,
- Facilitating a wide range of meaningful learning experiences and opportunities within and beyond school,
- Developing an intelligence of their physical, social and emotional well-being,
- Fostering a community which promotes an ethos of mutual respect, honesty and responsibility.
- Promoting attitudes where individuality, difference and diversity are valued and understood,
- Giving opportunities to address the many challenging issues facing them, while developing a sense of responsibility, autonomy and community,
- Involving children, parents, carers, staff, governors and the wider school community as partners in learning.

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

Our school is 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 you have any concerns relating to accessibility in school, 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 pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	<b>Short term</b> To liaise with Nursery providers to review admissions before the start of academic year	To identify pupils who may need additional provision	FS leader/SENCO	Annually August /Sept	Appropriate procedures/resources are in place
	We use resources tailored to the needs of pupils who require support to access the curriculum.	To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
	Curriculum resources include examples of people with disabilities.	To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and school	Headteacher, SLT and SMT	Ongoing	Engagement and involvement

	Curriculum progress is tracked for all pupils, including those with a disability.	To ensure full access to the curriculum for all children	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and SMT	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
	Targets are set effectively and are appropriate for pupils with additional needs.	<u>Medium Term</u> To review SEN provision and attainment of pupils	Analyse Data on termly basis. Attend Home school plan meetings.	SENCo	Termly	Termly report indicate progress
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To promote the involvement of disabled students in school life  <u>Long Term</u> Review targets and deliver findings to governing body	To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.  Evaluate accessibility plan. Modify/adapt accordingly	SENCo/Head teacher  Headteacher/Governing Body	Ongoing	Variety of planned activities that reflect the needs of pupils

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Door entry system</li> </ul>	<p>To audit the accessibility of school buildings and grounds, H+S Officer and Site Manager.</p> <p>To ensure that everyone has access to all areas of school</p>	<p>Internal and external risk assessment carried out biannually.</p>	<p>H+S Lead Site Manager Headteacher</p>	<p>Biannually</p>	<p>Inclusive access to all school areas for pupils and visitors.</p>
<p>Improve the delivery of information to Parents / Carers / Pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations.</li> </ul>	<p>To ensure that all parents and other members of the school community can access necessary information.</p> <p>To ensure that parents who are unable to attend school because of a disability can access all events when required.</p>	<p>Written information will be provided in different formats as necessary.</p> <p>Ensure events are held at different times so more parents can attend and that access for all is granted.</p>	<p>Teachers Senior Leaders Office Staff</p>	<p>Ongoing</p>	<p>Parents / Carers / Pupils with particular needs will have the same access to information as all others.</p>

## **4. 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 Karen Cane Chair of Academy Advisory Board / Claire Caldwell Headteacher

## **5. 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

## Appendix 1: Accessibility audit

*The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.*

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				