



# Ark Byron Primary Academy

## Accessibility Plan

### PURPOSE

Ark is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years.

Date of last review:	September 2022	Author:	Head of Estates
Date of next review:	September 2023	Owner:	CFO
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
School:	Ark Byron Primary Academy	Key Contact Name:	Governance Team
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### POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input checked="" type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Audit & compliance

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## 1 SETTING INFORMATION

### Vision and Values

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Ark Byron Primary Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Ark Byron Primary Academy believes that's by aiming high and setting ambitious goals, pupils will be able to achieve in order to prepare them for success at university and beyond.

From September 2021, the school had grown to have all year groups from Reception to Year 6. It is a two-form entry, non-selective, free school, with a total of 420 pupils.

Our cohort of children is diverse in both cultural and economic background, the statistics for SEND and Pupil Premium Grant eligibility are below national average.

### Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

### Views of Parents

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff support with meetings/correspondence because they speak community languages.

### Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and student voice polling.

## 2 PURPOSE

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Ark Byron Primary Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to take part in the day to day life of the school and benefit from the learning experiences we provide.

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary

to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this they are in breach of the Equality Act). This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum.

- 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 school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached in section 5 which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

### **Information from pupil data and school audit**

The latest information regarding the number of pupils with special educational needs and disability for Ark Byron Primary Academy can be found in the SEND Register.

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark Byron Primary Academy to its students and staff.

The main priorities in Ark Byron Primary Academy's plan are as follows:

#### **Increasing the extent to which disabled pupils can participate in the school curriculum**

- Ark Byron Primary Academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, guidance and support will be given by the SENCO
- Ark Byron Primary Academy has several Teaching Assistants who are deployed by the schools SENCO to ensure the needs of students with an Education, Health and Care Plan are being met.
- Ark Byron Primary Academy will facilitate services from a range of agencies for all pupils and their families.

#### **Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

- Access to the main building with automatic front doors
- A meeting room and toilets within easy reach of the reception, to accommodate wheel chair users and visitors with reduced mobility.
- Sport facilities located on the ground floor.
- A lift to access classrooms on the first floor for any students and school staff with mobility needs.
- A disabled toilet for pupils and adults which is equipped with grab handles for additional support and emergency cords to request help.
- Disabled shower facilities with grab handles for additional support and emergency cords to request help.

### 3 PROCESS

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This involves:

- Reviewing the current activities and setting goals and targets.
- Consulting with staff, children and parents
- Implementation
- Evaluation

### 4 SUMMARY

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We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum and the information we provide for pupils so we can improve access for both all
- Provide an atmosphere where all staff and pupils feel safe and valued
- Promote understanding of disability and positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and aim to provide a solution

#### Action Plan

<b>Improving Physical Access</b>					
<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By SLT

<b>Improving Curriculum Access</b>					
<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All subject coordinators to make provision for differentiation. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session to support practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs	On-going	Lesson observation evidence indicates the needs of all learners are being met.	By SLT and curriculum leads
Ensure computer provision for all students identified as requiring ICT support.	Laptop/ I-pad access available for students in KS2 and for specific children in EYFS/KS1. Specific programmes to support children's needs such as touch typing, speech to type.	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	By SLT
Raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of EpiPen's.	SENCO to attend LA training. Diabetes training for all year 1 team Epilepsy training for Year 1 team. All TAs to be have Epilepsy, asthma, diabetes and use of EpiPen.	Staff feel secure in supporting children or administering specific medicines	Autumn term 1 2022 On-going	Staff are trained Children feel safe Parents know children are safe in school	SENCO and Inclusion Lead.
Continue to ensure that the needs of children with SEND are met and seen to be met.	Implement use of Provision Map to support target setting and review  Termly meetings with parents, teachers and SENCO	Improved attainment and progress for SEND students	Ongoing	Needs of children with SEND are addressed by all teachers and children feel supported. Data analysis shows progress for children with SEND is in line with expectations and targets	SENCO/Inclusion Lead/SLT
All out of school activities are planned to ensure the participation of children with SEND	Review out of school provision to ensure compliance with legislation  Review after school clubs to ensure children with SEND are accessing	Out-of-school activities will be conducted in an inclusive environment with providers that comply with current legislative requirements	On-going	Increased access to all school activities for all children with SEND	SENCO and Inclusion Lead

### Improving the Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Make available written material in alternative formats, if required	All teachers to have In-Print software so images support vocabulary All staff to have training using this Dyslexia friendly approach adopted in all classes	Written material is accessible to all	Autumn 2022	Children can access the learning across all subjects	SENCO and Inclusion Lead
To ensure the accessibility for pupils/adults with visual impairment.	Advice on enlarging documents/ making them available in different formats e.g videos etc Seating of children is considered. Print out of sheets so children/adults are not looking at screen.	Students with visual impairment are accessing the learning	As required	Delivery of school information to pupils, staff and parents with visual difficulties improved	SENCO and Inclusion Lead
To ensure the accessibility for pupils/adults with hearing impairment.	Advice on seating plans for children. Hearing aids to be worn as advised by parents/ the hearing impairment team. Seating of children is considered. Print out of sheets so children/adults are not	Students with hearing impairment are accessing the learning	As required	Children can access the learning across all subjects	SENCO and Inclusion Lead
Make sure disabled parents have opportunities to be involved in school life	Utilise disabled parking spaces for disabled/designated to drop off and collect children Arrange interpreters to communicate with deaf parents Adopt a more proactive approach to identifying the access requirements of disabled parents	Parents feel part of the Ark Byron community	On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's learning. Regular attendance at school events by parents with disabilities	Whole school team