

Academy Access Plan 2017-2020: How we intend to improve access progressively over time.

School's Commitment to disability equality

The Equality Act 2010 identifies 'discrimination arising from a disability' and this means that a disabled person has been treated less favourably because of something connected with their disability. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Through making 'reasonable adjustments' we aim to ensure that a disabled individual has the same access to everything that is involved in school life as a non-disabled individual, as far as is reasonable. Our Accessibility Plan 2017-2020 outlines how we intend to make reasonable adjustments to improve access to the curriculum, information and the physical environment.

Our School's Aims

Our Vision statement is *Loving to Learn, Learning to Love* and it is this vision which underpins our core purpose and values. As a Church of England Academy, we have established a number of core values and understand that these values need to be lived as well as taught by everyone in our school. We aim to ensure that every child progresses through Fishponds Academy excited about learning and able to fulfil their potential and are therefore committed to equal opportunities and inclusion. We want our children to develop life skills based upon our 12 core values (*Hope, unity, peace, friendship, forgiveness, courage, compassion, honesty, creativity, generosity, thankfulness and respect*) to enable them to live harmoniously within our diverse and multi-cultural world.

This policy should also be read in conjunction to the school's SEND policy, the schools' Local Offer SEND report, DBAT's accessibility policy and DBATs equalities and Diversity policy.

Access to the curriculum

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
School visits to be accessible to all	Audit of visits in terms of accessibility	On-going	Class Teacher Curriculum leader SLT SENCo	All risk assessments completed Reasonable adjustments made to ensure all children access visits.

<p>Ensure interactive whiteboards are accessible by all</p>	<p>Review with children the effectiveness of IWB in teaching. Review of light conditions in classrooms to include audit of blinds. Where children have specific SEND / visual impairment ensure that specialist teacher has been involved in monitoring issues.</p>		<p>Academy Business Manager Class teachers SLT</p>	<p>All Interactive whiteboards will be seen clearly by children Design of Smart / PPT lessons will take into account the needs of all learners</p>
<p>Ensure PE activities are accessible to all, include activities that do not need physical strength</p>	<p>Advice sought by SENCO in terms of supporting children with additional physical needs for PE. Specialist OT trained TA works across school to support children with additional physical needs.</p>	<p>ongoing</p>	<p>PE subject leader SENCo Class Teachers SLT</p>	<p>PE curriculum adapted to meet the needs of ALL children</p>
<p>Review SEND list three times a year to ensure needs are covered</p>	<p>Audit SEND list and Thrive children, review strategies that are in place and revise as appropriate</p>	<p>On-going</p>	<p>SENCo SLT Class teachers TAs</p>	<p>All SEND children make progress</p>
<p>All children differentiated for across curriculum.</p>	<p>Training for teachers on differentiating the curriculum and effective communication with parents Differentiation made priority in lesson drop ins, pupil progress meetings.</p>	<p>Staff meeting led by senco on differentiation Pupil progress meetings 3 x per year.</p>	<p>SENCO SLT Class teachers TAs</p>	<p>All SEND children make progress</p>

Access to Information

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
Develop use of visuals around the school – ensure all classrooms are language rich and supportive of all children.	Ensure all classes use a visual timetable Picture and names of staff on classroom doors Visuals in all working areas Working walls to support language development Use of different coloured backgrounds to support Dyslexic learners	Ongoing	Class Teachers TAs SLT	Visuals used by all staff
Develop use of ICT to maximise the opportunities to share Academy information with all parents/carers	Continue to develop website, texting, email, Twitter to ensure widespread information access for all, including translations	On-going	Principal SLT SENCo	All school information important to parents/carers/pupils has maximum exposure through a range of media. Parents/carers with disabilities can access information easily from home School surveys indicate that parents are happy with communication from school.

Access to the physical environment

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
School is aware of the access needs of children / staff and parents / carers	Include questions in the confidential pupil information about parents/carers needs and ensure they are met Physical environment safety checks carried out.	Ongoing in child induction pack. ONgoing	Administrative staff SENCo Academy Business Manager and caretaker	All disabled parent/carers and visitors will be able to access the school safely.

To make the school more accessible for EAL parents / carers	Review signs with symbols, welcome sign in different languages and formats	On - going	SENco Administrative staff TAs	On-going dialogue with parents/carers Signs in places
To make the school more accessible for the visually impaired	Review signs with symbols, review size of type on visuals in reception area and school gates Stair plates/ slopes are painted a bright colour.	On-going	Academy Business Manager SENCo Administrative staff	On-going dialogue with parents and carers Appropriate support in place
School building is accessible to all staff, children and parents regardless of physical needs	Assessment of building and space carried out when child with additional physical needs if offered a place to ensure building and practice fully inclusive. Use of disabled toilet area Clearly marked disabled spaces in carpark.	On going	Academy Business Manager Caretaker	Health and safety checks completed regularly. Lift operational.
Calming spaces for children with social emotional and mental health issues in classrooms and central space.	Creation of calming lunchtime area/ club Use of calming boxes. Use of safe space	Ongoing	Academy Business Manager Sports LSA	Children with social emotional mental health issues able to calm quickly and rejoin class.
Ensure outside environment is suitable access for all Physical Education and recreation opportunities	Slopes enable access from building to outside space. Regular checks to ensure clear and in good state of repair.	ongoing	Principal Academy Business Manager caretaker	Outside space accessible to all.
Appropriate use of specialised equipment to benefit individual pupils and staff	Specially fitted chairs for staff who need them . Specific training in word processing skills through Touch Type Programme. Coloured overlays for pupils with visual difficulty.	On going based on OT advice where appropriate	Senco Classteacher TAs	Children with physical needs have the correct equipment to enable them to access school.

	<p>Specialist equipment as listed In place & ongoing Increased access to the Curriculum Needs of all learners met. Range of specialist equipment and resources in place for pupils with physical needs. Advice from OT embedded in inclusive classroom practice. Specially shaped pencils and pens for pupils with grip difficulty. Writing slopes , pencil grips</p>			
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