

Elevate Accessibility Strategy

Adopted by the Trustees	
Chair	Rev Nigel Sinclair
Date	19.02.2018
To be reviewed	Every 3 years: 2021
On Website	

Elevate has agreed this Policy and, as such, it applies to their Academies.

Elevate's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010) and they support the Special Educational Needs and Disability Act (2010).

VALUES AND VISION

Elevate offers the opportunity for strong meaningful partnerships, rooted in a shared commitment to support and improve their Academies and the communities they serve.

Elevate's core educational principle is the doctrine of Keep Up, Not Catch Up.

This will be achieved through:

Delivering educational excellence to support every child, including those with disabilities, by providing a broad holistic range of learning opportunities, so that children can achieve outstanding outcomes;

Providing exemplary teaching in a safe and nurturing environment;

Teachers being free to teach and sharing their expertise across Elevate;

Freeing headteachers from bureaucratic jobs to focus on leading learning;

Embedding the ethos of exceptional high standards for all, by all.

ACCESSIBILITY STRATEGY

A disabled child includes those children who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to perform their day-to-day activities. (Equality Act 2010)

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for children and Parents
- Admissions

Access to Buildings and Classrooms:

Elevate are committed to the principle that all local children have equal rights of access if this can reasonably be provided. They will review access to the physical environment of all of their Academies for children with disabilities.

Evacuation Procedures

Each Academy will adapt its evacuation procedure to meet the specific needs of a child with a disability. Such procedures will be discussed with the child (where appropriate) and parents/carers and will be set out in the child's Special Educational Needs (SEN) file.

Children who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for children with additional needs/disabilities.

Improving Physical Access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>Access: To be aware of the access & meeting needs of all children, staff, governors and parents/carers</p> <p>Ensure all staff & governors and other volunteers/visitors to the Academy are aware of access issues</p>	<p>Gather data on access needs as soon as a child begins at the Academy</p> <p>Create access plans for individuals as required</p> <p>Written annual reminder to parents, carers to let us know if they have problems with access to areas of the Academy.</p> <p>Include the accessibility plan as part of induction</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>	Head Teacher	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Responsible person	All visitors to feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	Caretaker	Everyone feels safe and can gain access safely into the Academy grounds
<p>Exits: Ensure all disabled or impaired people can be safely evacuated</p>	Ensure there is a personal emergency evacuation plan for all disabled children.	As required	Headteacher H&S officer	All children and staff working with them are safe
Ensure that the Academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	H&S caretaker	All personnel and children have safe independent exits from Academy

Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc	As works are undertaken	Headteacher	That the building is fully accessible and easily travelled by all staff, children, parents/carers, visitors
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CURRICULUM ACCESS:

Teaching, Learning and Assessment

Our aim is that children with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Children, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to one of Elevate’s Academies, transition within the Academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

Elevate’s Information Communication Technology (ICT) network can provide access to children in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

When each Academy creates their timetable they will give sympathetic consideration to the individual needs of a disabled child.

Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

Each Academy will assess a child’s need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

Children at Elevate’s Academies have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability.

This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Improve Access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Curriculum adjustments ensure fair access for all.	Consider the needs of all children in the Academy when planning lessons & adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of children for who they teach to ensure they can plan and deliver to meet their needs	As required in response to children's need	All staff	All children access fully the curriculum provided. Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech Therapy Service.	As required in response to student need	All staff	Progress confirmed by observations and formal assessment

Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. TA support as required.	As required in response to student need	All staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to child need	All staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in Academy. Supervised access to lifts. Early exit from classes. Direct access to server at lunch time, Regular visits from Physio	TA support as required	All staff	Children are able to access all activities.
Necessary provision is in place to allow all children to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to child need	All staff	All children access fully the curriculum provided
To improve literacy and numeracy levels of children achieving below age expectations	Identify children who require additional support through RAGs. Provide appropriate interventions.	Weekly	All staff	Enhanced child progress shown in Praising Stars
Ensure all children can access public examinations and statutory assessments	Access arrangements in place for all children who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	All staff	All children can fully access all exams and statutory assessments

Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE	All staff	Children able to access the activities.
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required.		Progress confirmed by teacher assessment and achieving targets.

INFORMATION FOR PARENTS AND CHILDREN

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available.

If either child or parents have difficulty accessing information normally provided in writing by an Academy as worksheets, homework or newsletters then the Academy will be happy to consider alternative forms of provision.

Improve access to Information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Academy admin staff	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the Academy can provide communication in large text, via telephone/meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	Academy admin staff	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for children's parents/carers to provide views on reviews	Ongoing	SENCO	Parents/carers have choices about how they are communicated with and how they provide their points of view.

The following policy documents are relevant to the general issue of accessibility:

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy

All other policies will acknowledge the requirement of the policy.





