

THE EDUCATION VILLAGE ACADEMY TRUST



Accessibility Policy

EVAT Version Control Document

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Monitoring and review

This policy is reviewed every **three years** by the Policy Owner: **EVAT Health & Safety Manager**

The scheduled review date for this policy is February 2026

Values and Ethos

Our values and ethos are inclusive and child centred. Our Trust is founded on the principles of inclusivity, diversity and fairness, and they are fundamental to our delivery of exceptional learning experiences.

EVAT stands for:

- **E**xcellence and high standards
 - a can-do culture and no-excuses ethos
- **V**alues driven with a deep sense of purpose
 - putting children and young people first
 - behaving ethically
- **A**mbition and aspiration for all
 - irrespective of background or barriers – being truly inclusive
- **T**eamwork
 - we do more, better and faster, together

We are a village. We collaborate, with our learners, their families and our communities, to provide exceptional education so that all the children and young people we serve achieve the best possible outcomes.

Our Ethos is to:

- Create a nurturing and friendly atmosphere and provide an environment where everyone feels valued for who they are
- Bring out the best in every child and young person and meet the full range of their individual needs
- Provide different and unique experiences, challenges and activities
- Show tolerance and respect for each other
- Prepare our children and young people for lifelong learning
- Improve the life chances of every child and young person we serve.

This policy, and its associated procedures and protocols, are based on these key principles.

Contents

1. Statement of Intent.....	5
2. Policy Remit.....	6
3. Policy Owner.....	6
4. Legal framework.....	6
4.1 Legislation.....	6
4.2 National Guidance.....	6
4.3 Trust Policies and Procedures.....	6
5. Context.....	7
6 Definition (Equality Act 2010).....	7
7. Introduction.....	7
8. Roles and Responsibilities.....	8
9. Accessibility Plan.....	9
10. Equal Opportunities.....	10
11. Admissions.....	10
12. Curriculum.....	10
13. Physical Environment.....	11
14. Summary of Actions Currently Undertaken Across the Three Priority Areas.....	11
14.1 Increasing the extent to which disabled pupils can participate in the curriculum.....	11
14.2 Improving the physical environment, in consultation with the relevant professionals,.....	11
14.3 Improving the delivery to disabled pupils of information.....	12
15. Staff Recruitment and Development.....	12
16. Reasonable Adjustments.....	12
17. Disclosure and Confidentiality.....	13
18. Views of Those Consulted During the Development of the Policy.....	13
19. Monitoring the policy.....	14
20. Impact Assessment.....	14
21. Public Sector Equality Duty (Equality Act 2010).....	14
Appendix A – Houghton Academy.....	15
Appendix B – Springfield Academy.....	16
Appendix C – Gurney Pease Academy.....	18
Appendix D – Beaumont Hill Academy.....	20
Appendix E – Marchbank Free School.....	22

Where reference is made to an ‘Academy’ or a ‘School’ the intention is that the policy is universal and applies to both.

1. Statement of Intent

The EVAT is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The Trusts active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The Trust continually looks for ways to improve accessibility within the school through data collection and discussions.

This policy outlines the principles that the

Trust is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as their peers. The specific measures the Trust has taken to ensure the school is accessible are outlined within this [Accessibility Plan](#).

<https://www.theschoolbus.net/article/pupil-equality-equity-diversity-and-inclusion-policy/3598><https://www.theschoolbus.net/article/staff-equality-equity-diversity-and-inclusion-policy/200>

The Trust continues to develop its ability to provide an inclusive, accessible environment for pupils, staff, parents and members of the local community. It aims to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

- Promote equality of opportunity
- Eliminate unlawful discrimination
- Eliminate disability-related harassment
- Promote positive attitudes to people with disabilities
- Encourage the participation of people with disabilities

Regularly updated action plans ensure that improvements are appropriately prioritised.

This policy must be adhered to by all staff members, pupils, parents and visitors

<i>Signatures</i>	<i>Date</i>	<i>Position</i>
.....	.../.../...	Chief Executive
.....	.../.../...	Chair of the Board of Trustees

2. Policy Remit

All Trust premises are covered by this policy.

3. Policy Owner

The Trust Health & Manager is this policy's owner and responsible for ensuring that it is maintained, exercised and updated in accordance with Trust Policy.

4. Legal framework

4.1 Legislation

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Data Protection Act 2018
- General Data Protection Act 2018 (GDPR)

4.2 National Guidance

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

4.3 Trust Policies and Procedures

This policy will be used in conjunction with the following Trust/ policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Statement
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- GDPR Data Protection Policy

5. Context

This policy seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Mission Statement/Vision by:

Continuing to improve all aspects of the physical environment of the Trust's sites and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the Trust.

The policy refers to individuals who are disabled (both current and prospective) in a wide sense, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

6. Definition (Equality Act 2010)

The Equality Act 2010 uses a wide definition of disability which includes those with physical or mobility impairments, visual impairments, hearing impairments, dyslexia, dyspraxia, dyscalculia, AD(H)D, medical conditions, mental health difficulties, autistic spectrum conditions, Chronic Fatigue Syndrome, M.E. and 'unseen disabilities' (e.g. asthma, epilepsy, heart conditions, diabetes). The formal definition included in the Act is:

"A person has a disability 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 carry out normal day-to-day activities."

The definition of "day-to-day activities" includes mobility, manual dexterity, lifting, hearing, eyesight, speech, memory, and the ability to concentrate, learn or understand. The Act defines "substantial" as being more than trivial and "long-term" as being more than twelve months or likely to last twelve months. An impairment which would substantially affect a person, but which is controlled by medical treatment or prosthesis, is still covered by the definition of disability.

The Equality Act 2010 means that schools/ Academies cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

7. Introduction

The Equality Act 2010 legally protects people from discrimination. It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- the provision, criterion or practice applies, or would apply, to people without those protected characteristics
- it puts, or would put, people with those protected characteristics at a disadvantage compared to those without

- the school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The Board of Trustees of the Education Village Academy Trust (EVAT) has three key duties towards disabled pupils under the Equality Act 2010:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils, where such improvement to access has been identified.

The Board aims to ensure that the academy premises are fit to teach in, by provision of adequate management for the funding, maintenance and review for the upkeep of the fabric of each academy. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum.

The Accessibility Policy is very important to us as a learning community in that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole academy's curricular and extra-curricular learning as is practically possible.

All staff who teach SEND pupils receive regular training and updated information about specific pupils' needs. This policy sets out the proposals of the Board of Trustees of EVAT to increase access to education for disabled pupils in the three areas:

- increasing the extent to which disabled pupils can participate in our curriculum
- improving the environment to increase the extent to which disabled pupils can take advantage of the facilities
- ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

The EVAT has created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all pupils so that they may work and learn in a safe, secure environment. In all aspects of each school, the stakeholders (governors, staff, pupils, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal-value principle underpinning its policies.

All members of the Trust community work together to create an atmosphere in which each member can grow and flourish regardless of gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement.

8. Roles and Responsibilities

Staff members will act in accordance with the Trust's Accessibility Policy and Accessibility Plan at all times.

The full Board of Trustees will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The principals will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the Principal/SLT will establish whether the pupil has any disabilities or medical conditions that the academy should be aware of.

The principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The Board of Trustees, Principals and SLT will work closely with the Local Authority and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will work closely with the Board of Trustees and Principals to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in any whole-Trust training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions; for example, understanding how to administer insulin.

9. Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to ~~each~~ The trust ~~school~~ within a given timeframe.

The plan has the following key aims:

To increase the extent to which pupils with disabilities can participate in the curriculum

To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer

To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

The Trust will collaborate with the Local Authority in order to effectively develop and implement the plan.

The Trust will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the Trust Accessibility Plan as part of their review.

The Local Authority will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

10. Equal Opportunities

The Trust strives to ensure that all existing and potential pupils are given the same opportunities.

The Trust is committed to developing a culture of inclusion, support and awareness.

Staff members should be aware of any pupils who are at a substantial disadvantage and should take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with a disability. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

11. Admissions

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

12. Curriculum

The Trust is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the Trust curriculum due to their disabilities or impairments.

The Trust aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The academy head of department for each subject and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The academy class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.

There are established procedures for the identification and support of pupils with SEND.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such as large print reading books.

Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

13. Physical Environment

The Trust is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the Trust premises.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

The corridor flooring and lighting is designed to support those who are visually impaired.

14. Summary of Actions Currently Undertaken Across the Three Priority Areas

14.1 Increasing the extent to which disabled pupils can participate in the curriculum

Examples: Timetables/class organisation are sympathetically reviewed to ensure that pupils with disabilities are not scheduled in unsuitable rooms. Any further development of the building will further increase access for pupils who use wheelchairs. Laptops or tablets are currently available for use by some pupils who require support. This includes the potential for the pupil to be provided with a laptop at home. Beaumont Hill Academy also use other assistive technologies. Mentors are provided for pupils who are unable to attend the academy through longer-term ill health.

14.2 Improving the physical environment, in consultation with the relevant professionals, such as Occupational Therapists, to increase the extent to which disabled pupils can take advantage of education and associated services:

Examples: door frames width, lighting, signage, disabled toilets.

14.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Examples: Pupils and staff can collect/request information in an appropriate format e.g. large print or Braille. It is a requirement that the EVAT's Disability and Accessibility Policy is resourced, implemented and reviewed and revised as necessary.

An Accessibility Plan showing how each Academy will address the priority areas identified above can be seen in the Appendix A to E.

15. Staff Recruitment and Development

It is the aim of the Trust to recruit, train, develop and retain disabled people. The Trust monitors self-declaration of disability at both application and appointment stage. As part of staff recruitment, the Trust has an equality monitoring slip that is removed from the application form prior to sending to the department. This is to ensure that the monitoring data is not seen by the recruiters but that HR have the necessary information to inform the department of any adjustments required to the recruitment process.

The Trust offers a variety of training opportunities to meet the requirements of all staff. These are normally held in accessible venues with consideration of the needs of staff with disabilities. All staff attending a training programme are asked whether they have any access requirements, reasonable adjustments or requirements that need to be accommodated.

All managers who conduct the annual review of their staff, pay attention to the developmental needs of disabled staff together with discussing any reasonable adjustments which may be identified.

16. Reasonable Adjustments

The Trust is required to make reasonable adjustments when a disabled pupil or member of staff may be placed at a substantial disadvantage in comparison with a person who is not disabled. Examples of reasonable adjustments for pupils include making appropriate arrangements in such activities as:

- Teaching, including classes, practical sessions
- Examinations and assessments
- Field trips and outings

Adjustments may include:

- Specific examination arrangements
 - Examination support workers, readers or scribes, additional time or large print or braille versions of questions
- Provision of an additional support for learning
- Adjustments to assessment practices
- Accommodation arrangements
 - May be unique to an individual and may not be included in the list of available access arrangements.
- Specific access issues such as the use of guide dogs

Similarly, there is an obligation to make reasonable adjustments for disabled employees or potential employees to ensure that they are not disadvantaged. Adjustments may include:

- Reallocation of duties
- Altering working hours
- Changing work location
- Modifying equipment e.g. providing an adapted desk, chair, keyboard or telephone
- Consideration of other roles

Consideration should also be made for those employees associated with persons with a disability.

The Trust also has the facility to conduct work place assessments to identify if specific equipment or reasonable adjustments are required.

17. Disclosure and Confidentiality

The Trust is mindful of its responsibilities under the Data Protection Act 2018 (DPA) and General Data Protection Act 2018 (GDPR) and will ensure the needs of disabled staff, parents of pupils and pupils are not compromised by the competing requirements of this legislation with the responsibilities it places on the Trust in respect of the Equality Act 2010.

The Trust will develop an environment within which individuals feel able to disclose their disability. Encouragement and opportunity will be given to staff, parents of pupils and pupils to disclose any disability that may have a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities so that a discussion can take place about disability-related reasonable adjustments or other support that may be required. Individuals can choose to bring someone to accompany them at meetings to provide extra support if required.

The Trust will also encourage pupils and staff to disclose any condition which in the short term has substantial impact on their day to day activities to ensure that appropriate support can be provided.

Disclosing a disability is a personal matter and it is up to individuals whether they decide to tell the organisation and if so when to do this. However, if opportunities have been given to disclose a disability and an individual decides not to, the Trust cannot make adjustments.

Disclosed information will be treated in the strictest confidence. The Trust will require explicit, informed and written authority for the giving of consent in respect of the processing, both internally within the Trust and externally by third parties, of any sensitive personal information which is disclosed.

A disabled member of staff, parent of a pupil or a pupil may volunteer a disability and ask that the information is kept confidential. The responsibility of the staff member informed is to ensure that the disabled person is aware that this is likely to have an effect on any reasonable adjustments which may be required and to document this.

18. Views of Those Consulted During the Development of the Policy

All sections of the community were involved in the development of this Accessibility Policy. The SEND coordinators have been consulted about very specific details of the provision. All pupils with an Education, Health and Care Policy (formerly a statement of educational need) are to have an annual review where pupils and parents/carers are consulted about the

provision offered and are able to contribute evaluative commentary. There is regular liaison with the sensory support team so that visually impaired children and the pupils with impaired hearing are well supported. Parents/carers visit the academies prior to admission, which also helps us with our planning and information gathering.

19. Monitoring the policy

The Policy will be monitored through the Trust Finance and Resources Committee. The Policy may be monitored by Ofsted as part of their inspection cycle and by the Multi Academy Trust as part of their Quality Assurance procedures. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The policy will be reviewed every 3 years or when new legislation or guidance concerning equality and disability is published.

20. Impact Assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents. The main mechanism by which Trust will assess the impact of the current policies will be by bringing together:

- The issues identified through the involvement of disabled pupils, staff and parents
- The information that is held regarding disabled pupils, staff and parents

During the lifetime of the scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into planned review and revision of existing policies and into the process of developing new policies.

21. Public Sector Equality Duty (Equality Act 2010)

In preparing or amending this policy, the author has given due regard to the Public Sector Equality Duty; that is, they have considered any potential impact on people who share certain protected characteristics. These protected characteristics are defined as: race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

Appendix A – Haughton Academy

	Targets	Strategies	Timeframe	Success Criteria
Long Term	To review all statutory procedures and ensure that they reflect inclusive practice and procedures.	To comply with the Equality Act 2010.	Ongoing	All policies clearly reflect inclusive practice and procedure.
Long Term	Ensure the curriculum is fitting to each pupil's capabilities and needs.	Intervention from SEN staff/Differentiated curriculum that is built around a pupil's academic ability.	Ongoing	All pupils can access an appropriate curriculum that challenges them and meets their needs.
Medium Term	Continual review of progress of SEN pupils.	Reviewing of Provision Maps of all SEN pupils by each pupil's assigned mentor.	Termly	All SEN pupils have personalised and pastoral targets to support them across the curriculum.
Medium Term	Availability of written information in alternative formats.	Where required, parents can contact the administration office to request an alternative format.	Ongoing	All parents can access all information.
Medium Term	Ensure all with a disability are able to be involved with curriculum areas.	Personalised and adapted timetables created for those pupils with needs, taking into account the wishes of the pupil and parents.	Ongoing	All pupils can access a rounded curriculum that adequately meets their needs.
Medium Term	Ensure a visually stimulating environment where curriculum areas are readily identified and expectations clear, and is accessible by all pupils.	Curriculum areas are responsible for displays in their corridors. Each corridor is labelled according to the subject. Expectations are displayed around school and discussed as part of PSHE/assemblies.	Ongoing	Pupils/Parents/Visitors can find their way easily around school.
Short Term	To establish a close liaison with external agencies for pupils with ongoing SEN or medical needs.	Ensure key collaboration with Heads of House/Support Staff/SENDCo.	Ongoing	Clear and collaborative approach to working.
Short Term	To ensure the medical needs of all pupils are fully met within the academy.	Regular meetings between Head of House/SENDCo/Support staff. Care policies in place for those pupils that need them.	Ongoing	The medical needs of pupils are met within school.

Appendix B – Springfield Academy

	Targets	Strategies	Timeframe	Success Criteria
Long Term	To ensure that all staff are committed to providing inclusive practice	Ongoing CPD for all staff on aspects of Inclusion. Observations and sharing of good inclusive practice across school	Ongoing	All staff contribute to an inclusive ethos around school. Opportunities provided to all staff to develop their knowledge and understanding of a variety of additional needs and reflect on own practice
Long Term	To review all policies and procedures according to the Equality Act 2010	Regular reviews of policies and procedures will ensure that they comply to Education Equality Act 2010	Half-termly	All policies and procedures around school clearly adhere to the Equality Act 2010
Medium Term	To review provision and progress of all pupils with additional needs	Half-termly assessments analysed and target areas identified	Half-termly	All children with additional needs will have targeted provision and will make good progress
Medium Term	To facilitate clear and regular communication with parents and carers	Regular meetings with key staff for parents and copies of all support plans	Ongoing	All parents will play an integral part in decisions made about their child's provision through regular meetings
Medium Term	To provide an enabling environment, considering the needs of all pupils	Ongoing changes to environment to reflect learning and provide reference and resources for all learners	Ongoing	Engaging environments around school that reflect current learning. All children have access to resources to support their learning and can identify reference materials around school
Medium Term	To plan and deliver learning that is accessible by all children	Monitor and evaluate planning. Observe lessons and identify provision made for children with additional needs	Ongoing	Lessons will be well planned and well delivered with clear differentiation for children with additional needs
Short Term	To ensure all additional and medical needs of pupils are met	Regular meetings and liaising between key staff and other agencies	Ongoing	Medical needs for all children in school are met and all Care Plans are in place and shared with relevant staff

		including health professionals. Care Plans to be put in place and shared with relevant staff		
Short Term	To ensure that close and successful liaison exists between SPA and other professionals, including external agencies	Regular and close collaboration between key staff at SPA and other external professionals	Ongoing	Collaborative approach to working with children and families and effective sharing of information where necessary

Appendix C – Gurney Pease Academy

	Targets	Strategies	Timeframe	Success Criteria
Long Term	Ensure the curriculum is fitting to each pupil's capabilities and needs	Intervention from SEN staff/Differentiated curriculum that is built around a pupil's academic ability	Ongoing	All pupils can access an appropriate curriculum that challenges them and meets their needs
Long Term	Development of playgrounds and facilities	Look for funding opportunities Re-apply to CIF	Ongoing	Inclusive, child-friendly play areas
Long Term	To ensure roads and paths around school are as safe as possible	Communication with parents via safety messages, letters, walk to school week Bike ability for Year 6 children Pedestrian Training for KS2 and Year 3 Communication with LA to provide adequate signage in the locality	Ongoing	No accidents
Long Term	All educational visits to be accessible to all	Visits to be risk assessed to ensure suitability for all Where possible, staff to carry to a pre-visit	Ongoing	All pupils able to access all educational visits and take part in a range of activities
Medium Term	Continual review of progress of SEN pupils	Reviewing of Provision Maps of all SEN pupils by each pupil's class teacher / Key Worker	Termly	All SEN pupils have personalised targets to support them across the curriculum
Medium Term	Availability of written information in alternative formats	Where required, parents can contact the administration office to request an alternative format	Ongoing	All parents can access all information
Medium Term	Ensure all with a disability are able to be involved with curriculum access	Personalised and adapted timetables created for those pupils with needs, considering the wishes of the pupil and parents/carers	Ongoing	All pupils can access a rounded curriculum that adequately meets their needs
Medium Term	Ensure a visually stimulating environment where classrooms / work areas are readily identified in each corridor and are accessible by all. Expectations are clearly stated for all as to behaviour when moving around the school	Expectations are displayed around school and discussed as part of PSHE/assemblies	Ongoing	Pupils/Parents/Carers/Visitors can find their way easily around school
Medium Term	Ensure a visually stimulating environment where classroom areas and resources are	Class teachers and Support Staff are responsible for displays in their classroom and corridor area. Resources are clearly	Ongoing	Pupils/Parents/Visitors can find their way easily around school

	readily identified and expectations clear, and is accessible by all pupils	labelled according to the subject and are accessible		
Medium Term	To use ICT software to support learning	Identify software needed Necessary software installed by IT team	Ongoing /As required	Wider use of SEN ICT resources in classrooms and during lessons
Short Term	To review all statutory procedures and ensure that they reflect inclusive practice and procedures	To comply with the Equality Act 2010	Ongoing	All policies clearly reflect inclusive practice and procedure
Short Term	To ensure that all children with sensory processing difficulties have access to the curriculum	Training delivered in school to staff Resources purchased One Plans/Support Plans written/reviewed	Ongoing	Children with sensory processing difficulties are able to access the curriculum and make progress
Short Term	To liaise closely with Nursery providers to review intake for September	Arrange visits to different setting to speak to staff and meet children To identify children who may need additional support	Sept 16	Procedures/staffing/equipment in place for September 2016
Short Term	To establish a close liaison with external agencies for pupils with ongoing SEN or medical needs	Ensure key collaboration with Head/Teachers/Support Staff/SENDCo/Parents/Carers	Ongoing	Clear and collaborative approach to working
Short Term	To ensure the medical needs of all pupils are fully met within the academy	Regular meetings between Head /SENDCo/ Class Teachers / Support Staff/Parents/Carers. Care plans in place for those pupils that need them	Ongoing	The medical needs of pupils are met within school
Short Term	To establish close liaison with parents	To ensure collaboration and sharing with families Termly meetings with children who have a One Plan Support Plans shared with parents/carers regularly	Ongoing	Clear collaborative working approach Survey feedback from parents about school is positive

Appendix D – Beaumont Hill Academy

	Targets	Strategies	Timeframe	Success Criteria
Long Term	To review all statutory procedures and ensure that they reflect inclusive practice and procedures.	To comply with the Equality Act 2010.	Ongoing	All policies clearly reflect inclusive practice and procedure.
Long Term	Ensure the curriculum is continually reviewed and fit for purpose to develop each pupil's capabilities and meet individual needs.	Appropriately designed and differentiated curriculum that is holistically meets student's individual needs. Targeted intervention strategy to maximize progress	Ongoing	All pupils can access an appropriate curriculum that meets their needs whilst being supportive and challenging
Medium Term	Continual review of student progress	Reviewing of EHC outcomes <ul style="list-style-type: none"> • Academic progress • Intervention plans IA 	Termly	All pupils have personalised and holistic targets to support their developmental needs across the curriculum.
Medium Term	Availability of written information in alternative formats.	Where required, parents can contact the administration office to request an alternative format.	Ongoing	All parents can access all information.
Medium Term	Ensure all with a disability who are cognitively and socially able to be involved either wholly or partly with curriculum learning within mainstream.	Personalised independent timetables with mainstream access and a secure register of attendance created for those pupils with these needs, considering the wishes of the pupil and parents.	Ongoing	All pupils can access a personalised and appropriate curriculum that adequately meets their needs.
Medium Term	Ensure a visually appropriate accessible environment to the students' needs where areas of learning are readily identified, expectations are clear, cross curricular learning is exemplified.	Each BHA department is responsible for displays in their corridors. Expectations and targets are displayed. Literacy and Numeracy opportunities are	Ongoing	All environments are fit for purpose and promote learning.
Short Term	To establish a close liaison with a wider range of external agencies for pupils	Ensure key collaboration and input from multi agency professionals	Ongoing	Clear and collaborative approach to working and supporting

	with ongoing and emerging mental health.	and school staff to support student		students with SEMH issues
Short Term	To ensure pupils needs are fully communicated to all relevant staff and met effectively within the academy	System developed for sharing individual EHC outcomes & targets, intervention, pastoral and behaviour management strategies to support learning	Ongoing	The holistic needs of pupils are met effectively within school.

Appendix E – Marchbank Free School

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

Not to treat disabled students less favourably for a reason related to their disability;

To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;

To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of Marchbank School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

Increasing the extent to which disabled students can participate in the school curriculum;

Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;

Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan which demonstrates the intention of development for Marchbank School.

All of the students at Marchbank School have statements of SEN or Education Health and Care Plans (EHCP) for Social, Emotional and Mental Health difficulties (SEMH).

Associated difficulties often include low self-esteem, low aspirations, poor concentration, poor listening skills and a high percentage of the students have literacy difficulties. All of these provide significant barriers to learning.

Marchbank School has set the following priorities for the development of ensuring all students have the same opportunities as each other and barriers to learning are effectively reduced;

- To raise standards, giving priority to English, Maths and Science, supported by the use of ICT.
- To continue to improve the provision for teaching literacy and numeracy across the curriculum.
- To develop the quality of teaching and learning through rigorous monitoring.
- To work with parents, governors and the wider school community to further involve them in the social and educational life of the school.
- To develop opportunities for a creative and practical cross curricular approach in teaching and learning throughout the school.
- To attain high student attendance figures.

Information from student data

Marchbank School is situated in Darlington but serves the North East of England including Durham, the Tees Valley and North Yorkshire.

The school offers 42 full time places within a specialist provision for children with SEMH and associated difficulties. The provision is in a fabulous grade II listed building and is a school for primary aged children (5 – 11 years)

The school is on three floors; the ground floor has visitor's reception, a private interview room, admin offices and the Principals office. There is an indoor recreation space which is also used as a space for gathering children together at transition times and the hall which offers space to do gymnastics, dance, parachute work, whole school ring time and morning assemblies. There is a large original dining room where children and staff sit together and enjoy breakfast, their midday meal as well as a morning snack after break. The kitchen is next to the dining room and is fully equipped to allow the full-time chef to cook hearty, nutritionally balanced meals using locally sourced fresh produce. There are boys and girl's toilets on each floor and an accessible toilet on the ground floor and the top floor. There is also an accessible shower.

There is also a parent's room which can be accessed by a side entrance so allowing parents to enter the school to engage in training opportunities or group activities without having to come through the main school.

The first floor has three large well positioned classrooms and one group room that is integral to two of the classrooms. One of the classrooms is furnished to allow use of different learning areas so that children who are less mature can access a truly personalised education. There is a sensory room which is used to offer relaxation, meditation and mindfulness courses as well as providing a safe space for children who may be experiencing emotional distress and a food technology room so that all children can be involved in the process of growing food and then using it to cook with. The deputy principal's office is also on the first floor which allows for emergency administration of first aid when necessary and also provides a bespoke space for regular multi-agency meetings, counselling sessions and CAMHS medication clinics.

The second floor has three further well-appointed classrooms, student and staff shower facilities, a further meeting room and a well-equipped art and crafts classroom.

There is a lift to allow access to all three floors.

The school was built in the late 19th century and all original features (fire-places, cornices, ceiling decoration and stained-glass windows etc) have been retained. This provides an aesthetically pleasing environment for the students and the staff. Using soft furnishing where possible, using carpets for the majority of the floor coverings and retaining curtains on the windows all compliment the buildings features and provide a warm, nurturing environment for this group of students.

The school is fortunate to benefit from extensive established grounds. There is a significant lawn area which is bordered by 1.8 metre fencing and which provides plentiful outdoor space for the children. There is a wooden web climbing frame, an activity walk, a tree swing and a climbing tree. All of the equipment has a soft bark chipping surface to provide protection for falls.

There are two raised beds for the growing of herbs and vegetables and some large pots for children to grow their own plants.

At one side of the property there is a large, well establish wooded area which can be accessed through gates in the boundary fence. This area is currently under development to provide two discrete outdoor classrooms and ample land to use for forest school activities

including shelter building. The school benefits from their own Forest School Leader who leads on forest school activities for all of the children.

Children visit the Education Village once a week to use the swimming pool and visit a number of external resources to provide a rich variety of physical activities; trampolining, climbing etc.

Student data

There are approximately 42 children on roll. 100% of the children have statement or EHCP's for SEMH or ASD. None of the children have mobility issues however the building does comply with DDA requirements allowing full access to all three floors, accessible toilets and all teaching spaces.

There are currently 68.88% of children entitled to FSM.

The proportion of pupils known to be eligible for pupil premium is 81%.

A high percentage of pupils are either LAC, adopted or live with extended family members and not with their natural parents.

There is currently 1 pupil where English is an additional language.

Characteristic	National	School	Comparison
No on roll	257	48	Below average
% eligible for free school meals	26.7%	68.88%	Above average
% from minority ethnic groups	28.7%	6.66%	Below average
% with first language not English	18.1%	2.2%	Below average
Deprivation indicator (PP)	0.24	40	Above average

Staff are regularly updated on their duties under the Disability Discrimination Act through the sharing of this plan on an annual basis. The staff are informed that it is unlawful for schools to discriminate against disabled students.

The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled students may face and remove or minimise them before a disabled student is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services', a term that covers every aspect of the life of the school. A Code of Practice, published by the Disability Rights Commission (DRC,) provides guidance on the way that the duties operate. The Code provides examples illustrating how the duties apply in practical situations in schools. Ofsted expects to see evidence of practical adjustments being made in the classroom and in other areas of school life.

In general, it is the governing body of the school that is the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff or volunteer, is aware of the duties owed to disabled students. To avoid discrimination against any disabled student, all staff need to implement the duties in relation to their area of responsibility: in the classroom for a class teacher, across a subject area for a subject coordinator, on a school trip for the

member of staff leading the trip, for all staff during lunch time and other social times and for the principal across the whole school.

If parents think that their child has been discriminated against, they have the right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal.

Increasing the extent to which disabled students can participate in the school curriculum: -

- Daily sharing of information regarding individual student's difficulties between staff members during morning briefing and end of day de-brief
- CPD activities arranged for all staff on particular areas of need that affect the student population; Asperger's, ASD, ADHD, ODD and similar.
- By engaging the help of support staff of outside agencies we will enhance staff knowledge and be able to employ new strategies.
- Staff and governors will be made aware of their responsibilities and requirements under new and any revised legislation.
- Ensure lessons meet the individual learning needs of each individual and that their learning is differentiated appropriately.
- Access to learning for each child is enhanced by effective deployment of teaching assistants.
- Access to learning is enhanced by deploying multi-sensory techniques to meet individual learning needs.
- The topic approach curriculum allows staff to ensure that learning can take place in a variety of different ways; out of the classroom, on school visits, by being involved in practical activities and by using creative media (drama, music and dance) to express themselves and record progress.
- IEP's are reviewed each HT and barriers to learning discussed and evaluated. Revised targets are set as a result of this review and the child is involved in the assessment of their learning and their barriers to learning.
- All children who display sensory issues are assessed by highly qualified occupational therapists and if necessary, receive sensory therapy from Future Steps consultancy staff as well as receiving sensory support in class
- All children take part in twice weekly sessions to improve gross motor control

The school will continue to seek and follow the advice of LA services (where relevant and available) and of appropriate health professionals from local NHS Trusts etc.

See checklist provided on p.29 of the DfE Guidance 'Accessible Schools: Planning to increase access to schools for disabled students.'

Improving the physical environment of the Academy

The building has been recently renovated and is compliant with all DDA requirements. In addition to this however Marchbank when necessary: -

- Caters for disabilities in transport arrangements
- Makes adjustments to ensure all children can take advantage of all opportunities available to students including activities in the grounds and forest area
- Ensures staff have necessary training to ensure they meet the needs of all students regardless of their disability
- seeks professional support from qualified professionals when necessary ie. speech and language therapists, occupational therapists, visual impairment specialists, health care professionals, child counsellors etc.

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

See checklist on p.30 of DfES Guidance.

Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled: -

- We provide information in large print, and audiotape for students and prospective students and parents/carers who may have difficulty with standard forms of printed information. If requested we will also provide material in user friendly language, symbols or Braille.
- We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms.

Marchbank will make itself aware of local services, including those that may be available through commissioning LAs, for providing information in alternative formats when required or requested.

See checklist on p.30 of DfES Guidance.