

Pennyman Primary Academy

3 year Accessibility Plan

2021 - 2024



Purpose

Under the Equality Act 2010 all schools/academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of age, gender, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Scope

The Accessibility Plan contains relevant and timely actions to:-

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. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

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 academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with other related TVEd policies, school admissions code and guidance documents.

Ethos and values

The Trust Board of Pennyman Primary Academy (Tees Valley Education) and Local Academy Committee (LAC) is fully committed to meeting the requirements of both the Equality Act 2010, as applicable to those staff, pupils and members of the public who have restricted:

Mobility	Physical co-ordination
Manual dexterity	Continence
Ability to lift, carry or move everyday objects	Speech, hearing or eyesight
Cognitive ability, memory, or ability to learn, concentrate or understand	Risk perception or physical danger

We have made a clear commitment in our values, vision and ethos statement that we are a fully inclusive academy and respect and celebrate diversity and difference.

The Trust Board devolves responsibility to the Head of Academy to **make any and all reasonable adjustments** as necessary to the academy and its infrastructure, so that:

- No person accessing the academy site is served less favourably by way of their disability, or unable to access any necessary part of it.
- Any person with a disability is able to play a full and active part in all aspects of academy life.
- Any pupil with a disability has equal and full access to all aspects of the curriculum and its delivery, as well as extra-curricular activities.
- No pupils' standard of attainment or achievement should be compromised as a result of disability.

Monitoring and Evaluation

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by TVEd Trust Board and published on the academy website.

At Pennyman Primary Academy, the accessibility plan will be monitored by the EHT, Head of Academy and evaluated by the CEO and relevant Trust Board members. The Accessibility Plan is structured to complement and support a number of TVEd policies.

Management and process

The accessibility plan will be managed and co-ordinated on a day to day basis by the AHT for Inclusion and Welfare, the Academy Business Manager and SLT, ensuring that:

- The individual needs of pupils will be assessed prior to admission to the academy
- Relevant staff will work closely with parents and other agencies to agree the most appropriate support for pupils with disabilities. Multi-agency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include pupils with a disability into all activities, and where possible, we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of pupils with a disability will be disseminated, in advance of pupil start date, to all relevant staff either in hard copy, by email, or in person.

Physical Access

There is excellent physical accessibility to all areas within and around Pennyman Primary Academy. The buildings within the academy site (Main building, bungalow and mobile classroom) all have the following features:

- Non-stepped or gradient ramp access/egress
- Adequate space in circulation areas
- Disabled access toilets and changing facilities
- Disabled access to all communal and eating areas

This is further enhanced by:

- Assessing the safety needs for pupils and staff with a disability (P.E.E.Ps) that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.
- Continually reviewing the environment of the academy and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the academy facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the academy facilities.

Outside areas and equipment are fully accessible, however, some pieces of outdoor play equipment may be inaccessible and not recommended for pupils with restricted mobility and/or sensory impairment or other disorder, and would be subject to individual pupil risk assessment prior to accessing.

Organisation and access to the curriculum

The academy has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their ability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Develop an understanding of disability with all pupils through regular exposure to positive role models across the curriculum
- Avoid using stereotypes
- Develop language that emphasises the person rather than the disability
- Continual reviewing of our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences which promote similar development of knowledge and understanding

- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff and following the individual pupil health care plan

Improving information to pupils, staff, parents/carers and visitors

- All learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of pupils
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radio-aid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils
- We will accommodate parents to the best of our ability who inform the academy in advance if they have a disability or other needs, by providing additional services as needed, e.g. ensuring there is a sign language interpreter at meetings, ensuring text is provided in large print, allocating a key member of staff to communicate essential information where literacy is a barrier

Pennyman Academy – 3 year Accessibility Plan 2021-24

Strand 1: Improving the Physical Environment	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Objectives				
Improved décor and signage (First Aiders and Fire Wardens signs) and ensure new signage complies with ease of use for all abilities.	Audit signage in academy (Summer 21) Identify modifications needed and schedule (Autumn 21) Complete changes (Autumn 21) Delegated Academy Budget	All areas of the academy have uniformed signs (incl. emergency assistance signs) that are visible and accessible.	LS, JS, TH, EP, GW	Local Academy Committee
All new build work and alterations to existing buildings will consider the needs of	Audit needs as part of any arising site works. Ramp access from classrooms with higher elevation external	Improved access to site with full access to all parts of the academy (including increasing scope to expand).	LS, JS, TH, EP, GW	Local Academy Committee

people with a disability and/or sensory impairment.	<p>exits to be audited annually, to ensure wheelchair users have free access/egress.</p> <p>Portable ramps are available within the academy and must be kept stored safely in these classrooms.</p>	Academy fully complies with Fire Regulations and Health & Safety Regulations.		
<p>Provide ASD / dyslexia friendly classrooms</p> <p>HI & VI friendly classrooms (where need is identified)</p>	<p>Enlist specialist staff to advise on making classrooms and resources more accessible to Autistic / Dyslexic learners</p> <p>Notional SEND budget</p>	<p>Removal of potential barriers to learning</p> <p>Lessons demonstrate a knowledge of diversity</p>	LS, JS, TH, EP, GW and teaching & learning staff	Local Academy Committee

Strand 2: Improving access to the curriculum Objectives	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
<p>Ensure all staff have full information about pupil needs</p> <p>Ensure all staff are aware of the routes of enquiry should they need to access further information</p>	<p>Update pen portraits for children with a disability and incorporate diagnoses into IEP's. (JH, TH, EP ongoing)</p> <p>Ensure that the classroom is optimally organised for disabled/medical/sensory pupils. (TH / EP ongoing)</p>	<p>Remove barriers to learning and participation; All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met upon entry to Pennyman Primary Academy.</p> <p>All pupils with a disability have full access to the curriculum</p>	LS, JS, TH, EP	Local Academy Committee (Ongoing)

	Review transition arrangements to include earlier and continued links with Secondary SENCo's; identify additional transition opportunities for pupils who may need further support transferring to secondary school. (TH & EP - ongoing)	and are making progress in line with their expectations.		
Review and update training needs for pupils with specific communication difficulties (e.g. hearing impairment/visual impairment/speech delay)	Termly or Annual review of pupils by specialist staff; strategies followed by staff; identify staff who require additional training; Implement training. (TH & EP - ongoing)	All staff are fully aware of needs of pupils in the academy and these pupils are making expected progress.	LS, JS, TH, EP	Local Academy Committee (Ongoing)
Ensure all exam concessions are identified and implemented in accordance with JCQ requirements.	Audit needs of pupils; Implement testing ; Share and plan with staff; SATs arrangements made as required (Annually with Learning Support Teacher)	All pupils and parents are clear when SATs concessions apply; there are effective management arrangements in place to support pupils' disabilities and learning needs	LS, JS, TH, EP	Local Academy Committee (Ongoing)
Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability	The roles and deployment of staff are reviewed annually in line with Job descriptions, performance management and career progression. Provision of CPD on learning difficulties and disability (TH &	Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed and all pupils with a disability have appropriate differentiation and are making expected progress.	LS, JS, TH, EP	Local Academy Committee (Ongoing)

	<p>EP ongoing) CPD Twilight Programme and PD Days.</p> <p>Monitoring through work scrutiny (Ongoing)</p>			
<p>Ensure pupils with a disability which affects behaviour (i.e ODD, ADHD) have appropriate & effective provision to enable them to access the curriculum</p>	<p>Commission external providers where necessary (Ongoing)</p> <p>Evaluate behaviour needs of pupils and adjust curriculum to promote improved behaviour/rewards (ongoing)</p> <p>Review progress (ongoing)</p> <p>Training programme for specialist Behaviour and Pastoral staff (Ongoing)</p> <p>Delegated Academy Budget</p>	<p>Removal of all barriers to learning and participation; pupils whose behaviour is as a result of their disability receive specialised support to improve their behaviour and access a curriculum appropriate to their need, making expected progress. Accurate records are maintained; improved data assists with whole school planning.</p>	<p>LS, JS, TH, EP and wider SLT</p>	<p>Local Academy Committee (Ongoing)</p>
<p>Providing information for disabled or sensory impaired pupils in alternative formats</p>	<p>Typical info. to consider</p> <ul style="list-style-type: none"> • homework • worksheets • teacher marking / feedback • pupil notices / news <p>How?</p> <ul style="list-style-type: none"> • written information to be available in larger font sizes • pictorial supporting images to be used where possible • use of colour to differentiate and make text easier to read 	<p>Removal of potential barriers to learning</p>	<p>LS, JS, TH, EP and wider SLT and All teaching and learning staff</p>	<p>Local Academy Committee (Ongoing)</p>

	<ul style="list-style-type: none"> • worksheets etc. to be provided which meet the need of individual • written feedback to be discussed verbally with pupils • Marvellous Me and other e-communication platforms 			
Strand 3: Improving provision of services and information to all stakeholders	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Increased availability of written material in alternative formats (when requested).	<p>Include statement on website that all official documents could be produced in alternative formats, including translation. (Ongoing)</p> <p>Delegated Academy Budget</p>	All parents are aware of this service.	LS, JS, TH, EP and wider SLT	Local Academy Committee (Ongoing)
Improve means by which parents and staff can pay for academy services	Roll-out e-payment system from October 2021 across TVEd academies	All staff and parents are aware of this service and have multiple options to pay for academy services and resources.	LS, JS, TH, EP and wider SLT	Local Academy Committee (Ongoing)
Improve accessibility of information available to parents	<p>Gather feedback from parents on revised questionnaires (annually)</p> <p>Delegated Academy Budget</p>	Parents report they find it easier to find information they need.	LS, JS, TH, EP and wider SLT	Local Academy Committee (ongoing)

Ensure medical needs of pupils are well understood and plans are in place for them.	<p>Annual audit of medical needs (TH each September, then termly)</p> <p>Identify and implement training plan for first aiders and named key workers. (TH / GW Ongoing)</p> <p>Follow graduated response for pupils with significant medical conditions where this impacts on cognition (Ongoing)</p> <p>Delegated Academy Budget</p>	<p>All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented where necessary.</p> <p>Children with complex medical needs and low cognition feel well supported by Academy and key stakeholders.</p>	LS, JS, TH, EP and AHTs.	Local Academy Committee (Ongoing)
Strand 4: Equality Act / Public Sector Equality Duty - Whole academy actions	Actions	Outcomes	Monitored / actioned by	Evaluated by / when
Pennyman Staff and Trust Board member training	<p>All Trust Board members will be aware of, and have a full understanding of TVEd Policies and will receive the necessary training/inset to allow them to fulfil their role as Trustees effectively.</p> <p>All staff to be trained (or refresher) on First Aid/Epi Pen. 8 EYFS staff trained in</p>	TVE Trust Board members will be confident that robust procedures are in place, as specified in TVE Policies, and have the remit to scrutinise where necessary.	LS, JS, TH, EP, GW and wider SLT	Local Academy Committee Ongoing

	<p>Paediatric First Aid. Training in any other Health/disability issues as identified (eg Diabetes, Epilepsy).</p> <p>TA's Safe lifting / handling refresher training.</p> <p>Staff to be informed of how and where to locate Equality and other related policies.</p>	Staff confident and competent to safely support the needs of all pupils.		
<p>Review of whole academy and TVEd policies</p> <p>E.g. Accessibility</p> <p>Academy trips (EVOLVE)</p> <p>Extended academy</p> <p>Equality</p>	All policies to reviewed annually or when specified, and approved by TVEd Trust Board members before wider circulation and publication	Policies in place which support pupils/staff/parents to be fully implemented in all aspects of academy life	Trust Board, KM, LS, Academy SLT, GW, ECh and other nominated staff across TVEd	Trust Board (ongoing)
Data collection, monitoring evaluation, implementation	<p>Progress of all pupils to be analysed termly and reported to TVEd Trust Board, DfE and shared with staff, other stakeholders and parents</p> <p>Additional UDFs added to SIMS (curriculum and pastoral) to enable enhanced reporting through BROMCOM (Roll out across TVEd Autumn 21)</p>	<p>Children with identified learning needs, disabilities or sensory needs make at least good progress and have access to a personalised curriculum.</p> <p>TVEd can disaggregate and report SEND data by Formal/Semi-Formal/Informal curriculum pathways.</p>	Trust Board, KM, HH, EL, ECh, LS and academy SLT	Local Academy Committee (Ongoing)
Provide information for parents in alternative formats, when required	Typical information to consider:	Improved communication and participation with parents/carers.	LS, JS, TH, EP and wider SLT.	Local Academy Committee (Ongoing)

	<p>Provide parents with info. in various formats (i.e Text) and languages</p> <p>Teachers available to discuss with parents should they be struggling to access information</p> <p>Interpreter used when required</p> <p>EHCP annual review meetings – offer parents the option of attending meeting and submitting views in person or via e-meeting (e.g a / MS Teams)</p>			
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