Cloudside Academy Accessibility Plan

Policy/Procedure management log

Document name	Accessibility Plan
Author	Helen Tunney
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1. Aims

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Cloudside academy we aim to meet the obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it

- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

As set out in the DfE guidance on the Equality Act, the academy aims to advance equality of opportunity by:

- Removing or minimising disadvantages suffered by people that are connected to a particular characteristic they have (e.g. pupils with disabilities, or gay pupils who are being subjected to homophobic bullying)

- Taking steps to meet the particular needs of people who have a particular characteristic (e.g. enabling Muslim pupils to pray at prescribed times)

- Encouraging people who have a particular characteristic to participate fully in any activities (e.g. encouraging all pupils to be involved in the full range of academy societies)

At Cloudside Academy, all members of staff are commited to ensuring every pupil experiences the highest quality provision throughout their educational journey with us. We are proud to be an inclusive school and we actively ensure all pupils feel welcomed, supported and challenged in order to thrive academically and

grow as a person into a confident individual and positive member of society. We believe that our children are the key to creating a better future and we must provide them with the skills to do so.

Here at Cloudside we have an inclusive approach to teaching children with Special Educational Needs and Disabilities (SEND) which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, physical ability or educational needs. We do this by removing barriers to learning and participation, providing an education that is appropriate to pupils' needs, and promoting high standards and the fulfilment of potential for all pupils. We create a positive and supportive environment for all pupils without exception. We ensure that all pupils are fully integrated in the school community and engage in school activities and that reasonable adjustments are made so that pupils with SEND are not at a disadvantage compared to other pupils.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

This accessibility plan is structured to complement and support the academy's Equality Objectives. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the academy.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice and under the Equality Act 2010, 'long-term' means something which has lasted or will last for a year or more or for the rest of the affected person's life and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting visual impairments which cannot be treated with visual aids, such as by wearing spectacles or contact lenses or hearing, severe disfigurement and long-term health conditions such as ASD, ADHD, asthma, diabetes, epilepsy. Cancer, HIV and multiple sclerosis are considered to meet the definition at the point of diagnosis, irrespective of the level of impairment.

Academies are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, altering processes or requirements or the provision of an auxiliary aid.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your academy's context.

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our academy offers an adapted curriculum for pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with protected characteristics. Curriculum progress is tracked for all pupils, including those with protected characteristics. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	**Short term** To liaise with Infant providers to review admissions before the start of academic year	To identify pupils who may need additional provision	SLT/SENCO	Sept/Oct 2024	Appropriate procedures/resources are in place
		To review policies to ensure they include inclusive and reflective practice	To monitor, evaluate and review current statutory policies	Headteacher SLT SENCO	Ongoing	Policies reviewed to ensure curriculum meets the needs of all pupils
		To establish close liaison with parents	To promote engagement, collaboration and participation with parents/carers and academy	Headteacher, SLT and SMT	Ongoing	Engagement and involvement

		All pupils are in receipt of a broad and balanced curriculum.	To review curriculum, resources, training of teachers and support staff	Headteacher, SLT and curriculum leaders	Ongoing	To respond to curriculum evaluation and needs of pupils and act accordingly. To seek advice and support from specialist teachers
		Medium Term To review SEN provision and attainment of pupils To promote the involvement of disabled students in academy life	Analyse Data on termly basis. Attend Home academy plan meetings. To provide resources necessary such as wheelchair access, software for visually impaired, alternative communication strategies.	SENCo SENCo/Head teacher	Termly Ongoing	Termly report indicate progress
		Long Term Review targets and deliver findings to governing body	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher/Governing Body	Ongoing	Variety of planned activities that reflect the needs of pupils

Improve and maintain access to the physical environment	All walkways and corridors in academy are suitable for wheelchair access. Our academy has two disabled toilets with alarms. Our academy has a designated disabled parking bay. Resources are accessible at wheelchair height in classrooms and other areas. Our academy is developing a multiuse sensory and counselling area Our swimming pool is accessible to wheelchair users and has disabled changing facilities.	**Short Term** Monitor spaces for accessibility.	Continue to check and monitor that walkways are clear and remain accessible for all pupils.	All academy staff	Ongoing	New arrangements of furniture/ rooms will ensure there is access for all children including those with disabilities.
		Medium Term Programme of monitoring and maintenance for disabled toilet alarms, swimming pool access and parking bay.	Staff to monitor environment for accessibility and report any maintenance issues.	Headteacher All teaching staff All learning support Site manager	ongoing	Any issues will be reported to the site manager and headteacher. Any issues will be addressed in a timely manner.
		Long Term Review monitoring of areas and report to Headteacher	Evaluate accessibility of the academy	SENDCO	Ongoing	Findings will feed into the following year's plan
Improve the delivery of information to pupils with a disability	Our academy uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations (PECS) • Assistive technology where needed (ProLoQuo) • Sound amplifiers where needed (RedCat)	**Short Term** Ensure all classes are using adapted communication where needed.	Class teachers to enlarge texts or use PECS to support communication	Class teachers/ SENDCO	Termly reviews	Communication barriers will be removed
		Medium Term Communicate with external professionals regarding assistive technology or sound amplifiers.	SENDCO to monitor provision SENDCO to feed back to external professionals	Class teachers/ SENDCO	Termly reviews	Assistive support will be provided for all children who need it

		Long Term Review of provision and deliver findings to headteacher	Evaluate accessibility plan. Modify/adapt accordingly	Headteacher	Ongoing	Variety of support that reflects the needs of pupils

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Cloudside Academy's Academy Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Cloudside Academy is a one storey building. There is a set of steps in the middle of the building.	Ensure steps are maintained and any repairs are made	Site manager All staff	ongoing
Corridor access	Cloudside Academy has corridors suitable in width for children's wheelchairs. Corridors are clear of furniture and displays do not impede movement through corridors.	Ensure changes in environment do not block or impede corridor space.	All staff	ongoing
Lifts	N/A	N/A	N/A	N/A
Parking bays	Newly assigned and painted disabled parking space in academy car park	Ensure space is not blocked or obscured. Ensure that paint is reapplied when faded	Site manager	ongoing
Entrances	There are 3 main entrances that can be accessed on foot. Two at the front of school that lead onto flat paths that surround the academy building. One entrance is from the alley at the side of the school and is accessed by stone steps into the playground. The carpark entrance is accessible through a main gate	Site manager makes daily checks to ensure there are no problems with the entrances.	Site manager	ongoing

	which is operated by calling main reception.			
Ramps	N/A	N/A	N/A	N/A
Toilets	A refurbishing program is underway for the toilets. Year 5 and year 4 toilets have been completely refurbished during 2023. Year 3 and year 6 toilets are to be completed during the academic year 23-24. Cloudside academy has two disabled toilets, one in upper school and one in lower school. Both have emergency alarms.	Ensure that any snags or issues are raised to the site manager and school business manager for repair. Ensure that termly checks are made on the disabled toilet alarms and any faults reported to the school business manager for repair.	Site manager School business manager	ongoing Termly
Reception area	The reception area has recently been built (2023) and is easily accessible to all including those with disabilities. Entrances to classrooms are accessible to those in wheelchairs. Paths to the main entrance and to classrooms are all accessible and maintained.	Ensure changes in environment do not block or impede corridor space. Ensure that any snags or issues are raised to the site manager and school business manager for repair.	School Business Manager	ongoing
Internal signage	All internal signage is clear and regularly monitored. All fire exits are clearly signposted.	Health and safety lead monitors signage in conjunction with the site manager.	Health and safety lead Site manager	ongoing
Emergency escape routes	All fire exits are clearly signposted.	Health and safety lead monitors signage in conjunction with the site manager.	Health and safety lead	ongoing

	Regular fire alarm testing to ensure all children can exit the building promptly and without obstacle. Risk assessments and PEEPS are in place for those children for whom emergency exit of building poses a barrier.	SENDCO to monitor those children with live risk assessments and PEEPs and communicate to teachers.	Site manager SENDCO Teachers	ongoing

Appendix 2: Accessibility plan checklist

This checklist is based on the DfE's advice on the Equality Act 2010.

WHAT TO COVER	TIPS
☐ Your accessibility plan must set out how your academy aims to: • Increase the extent to which disabled pupils can participate in the curriculum • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided • Improve the availability of accessible information to disabled pupils	An audit could help you to identify potential barriers to access and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities?
☐ Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help your academy meet its aims and values?

☐	Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
☐	Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?