



Keevil Church of England Academy

Accessibility Plan

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Date: March 2022

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Aims of the Accessibility Plan

This plan outlines how Keevil Church of England Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Academy Council/Acorn Education Trust also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Academy Councillors.
- External partners.

This plan is reviewed every 2 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The school and the Acorn Education Trust will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the Academy Council/Acorn Education Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the Academy Council/Acorn Education Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the Academy Council/Acorn Education Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, all kinds of disabilities and impairments will be considered, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Effective use of resources & specialised equipment to increase access to the curriculum for al	Strategic deployment of support staff. Use of ICT e.g. voice activated text. Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys,	SLT/SENCO/CTs/TAs	Ongoing	Positive impact on pupil progress barriers to learning are removed	Ongoing
Medium term	Ensuring interventions link to high quality teaching in the classroom	Time for members of staff to liaise re interventions at pupil progress meetings Effective assessments	SLT/SENCO/CTs/TAs	Ongoing	Positive impact on pupil progress.	March 22 ongoing
	To develop and embed some Thrive techniques into behaviour policies	Introduce mindfulness/relaxation/calming strategies at the start of sessions Giving children opportunities to talk with trusted adults	All staff	April 22 Ongoing	Removing barriers to learning Children will feel safe.	ongoing

		Positive greetings between teacher and child				
Long term	Wave 2 & 3 provisions need development to ensure impact	Entry & exit assessment of any interventions. •Staff training as relevant to the provision.	SENCO • TA • Class Teachers	Term 4 2022 ongoing	Provisions in place have impact. • Children progress academically, socially & emotionally. • CTs & TAs are confident to support children with SEND.	ongoing

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Improvements to help the hearing impaired	To ensure hearing impaired children understand what to do during a fire alarm, identified person to support that child should a fire alarm happen.	CT, TA	April 22	Children who experience hearing impairment will be safe	ongoing

Medium term	To create safe spaces for children who need time out	Assessment of possible areas that could be used and work to ensure the area is secure	Premises Manager, Headteacher CT, SENCO	Spring 2022	Children will be able to find a safe space to take time out to calm and reflect	Summer 2022
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Children with autism not always sure / confident with the class timetable which may cause anxiety	All classes to have a visual timetable and to remove/tick off when sessions are complete.	SENCO, CT, TA	Spring 22	Children prepared for the school day with reduced anxiety.	Summer 22
Medium term	Availability of written material in alternative formats	Provide written information in alternative formats Including: electronically, auditory, different languages (as required)	SENCO, ICT, admin, CT	Spring 2022	Written information is fully accessible to all children and parents	ongoing
Long term	Website should contain links for parent to sign post support for a range of needs including mental health and well being	Following Covid there are larger numbers of children struggling with anxiety although school do offer support and advice regarding this issue.	ELSA, office, SENCO	April 22	Reduced anxiety across families making home and school calmer places	ongoing