

# Accessibility Plan for Blackgates Primary Academy



September 2024

Review date September 2027

## Introduction

This Accessibility Plan aims to ensure that Blackgates Primary Academy is an inclusive, welcoming, and supportive environment for all students, staff, parents, and visitors, regardless of their abilities or disabilities.

We are committed to meeting the needs of individuals with a wide range of physical, sensory, learning, and communication difficulties.

This plan is designed to outline specific actions for improving accessibility in three key areas as outlined in the Equality Act 2010: physical access, curriculum access, and communication access.

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.

## Aims of the Plan

1. To increase the extent to which pupils with disabilities can participate in the curriculum.
  2. To remove barriers to learning and participation in all aspects of school life, including the physical environment of the school to ensure that pupils with disabilities can take better advantage of the education, benefits and services provided.
  3. To provide the necessary support for students with disabilities, enabling them to succeed academically and socially.
  4. To comply with the Equality Act 2010 and relevant legislation.
  5. To improve the availability of accessible information to pupils with disabilities.
-

## **1. Physical Access**

**Goal:** Ensure the school's physical environment is accessible to all students, staff, and visitors, including those with physical disabilities.

### **Actions:**

- **Access to the School Building:**
  - Ensure the school has entrances which are accessible, with ramps and automatic doors where necessary.
  - Provide clear signage indicating accessible routes and facilities (e.g., accessible toilets, ramps).
  - Regularly check for any barriers that may prevent access, such as steps or blocked pathways, and take immediate action to resolve them.
- **Classroom Layout and Furniture:**
  - Ensure that classroom layouts to allow access for students with mobility challenges (e.g., space for wheelchairs).
  - Ensure flexible seating arrangements are available for students with special needs (e.g., adjustable chairs, desks, specialist desks as required).
- **Accessible Toilet Facilities:**
  - Accessible toilets are available in 3 key areas of the school and are maintained in good working condition.
  - Regularly review the need for additional facilities based on the changing needs of the student body.
- **Safe Evacuation Plans:**
  - Review and update emergency evacuation plans to ensure they account for students with mobility impairments, visual, or hearing impairments.
  - Train staff on evacuation procedures for students with disabilities, ensuring safe and swift evacuation in case of emergency.
  - Develop PEEPs for students and staff who required them. Procedures in place for visitors to the site who require assistance with evacuation procedures.
  - Ensure Invacuation plans are in place for students and staff, who require additional assistance in emergency situations.

- **Playgrounds and outdoor areas:**

- Ensure playgrounds and outdoor spaces are accessible, with pathways for wheelchairs and students with autism or sensory sensitivities.
- 

## **2. Curriculum Access**

**Goal:** Ensure all students, regardless of their abilities or special educational needs, have full access to the school's curriculum and learning opportunities.

**Actions:**

- **Differentiated Learning:**

- Implement a system for adapting lessons to meet the needs of students with physical, sensory, or learning disabilities.
- Implement an assessment system which identifies small steps of progress to support children to work towards their academic potential.
- Provide additional support, such as teaching assistants, equipment or specialised software, to help students engage with the curriculum.

- **Use of Assistive Technology:**

- Provide access to assistive technologies (e.g., screen readers, speech-to-text software, magnification tools) for students with visual impairments, dyslexia, or other learning difficulties.
- Ensure that all classroom technology is compatible with accessibility features (e.g., captioning, colour veils, subtitles).

- **Staff Training:**

- Provide ongoing professional development for teachers and support staff to help them understand diverse learning needs and how to adapt teaching practices accordingly.
- Provide ongoing professional development for all staff to use and apply a relational practice behaviour approach.
- Encourage staff to engage with legislation and guidance regarding accessibility and inclusion in education.

- **Curriculum Modifications:**

- Adjust assessments and assignments, providing alternative formats or extended time for students with specific learning needs.

- Regularly review and adapt the curriculum to ensure it remains accessible to all learners.
  - Develop individualised learning plans for pupils with measurable outcomes, assessed on a termly basis.
  - **Speech and Language Support:**
    - Provide speech and language therapy programmes for students who need it, and use alternative communication systems for students with speech difficulties.
    - Ensure all staff are trained to support communication needs in the classroom.
- 

### **3. Communication Access**

**Goal:** Ensure effective communication between the school, students, and parents, and provide accessible information to all members of the school community.

**Actions:**

- **Information Accessibility:**
  - Provide information in alternative formats (e.g., large print, audio, Braille) for students and parents with visual or sensory impairments.
  - Use simple language and clear visuals in written communications, such as newsletters or school notices, to cater to those with learning disabilities.
- **Communication Aids:**
  - Offer alternative communication systems, such as communication boards or devices and symbol exchange systems for students who require them.
  - Ensure that staff are trained in the use of these systems to support students effectively.
- **Parent Engagement:**
  - Hold regular meetings with parents of students with special educational need and/or disabilities to discuss progress and tailor support strategies.
  - Offer flexible communication options (e.g., phone calls, video meetings, written correspondence) to ensure that all parents can engage with the school.

---

#### **4. Monitoring and Review**

**Goal:** To monitor the effectiveness of the Accessibility Plan and make continuous improvements.

**Actions:**

- **Regular Evaluation:**
  - Follow a process for reviewing the accessibility of the physical environment, curriculum, and communication strategies on an annual basis.
  - Collect feedback from students, parents, and staff to identify areas for improvement.
  - Governors to review the plan on an annual basis and ensure that any changes are amended within the plan.
- **Progress Reports:**
  - Track and report on the progress of students with disabilities, ensuring they are achieving their academic and social potential.
  - Regularly review the accessibility of teaching resources, technology, and facilities to ensure they are up to date.
- **Inclusion Team:**
  - Establish an inclusion team responsible for implementing and reviewing the plan's progress.
  - This team should meet regularly to discuss the needs of students and how to improve accessibility across the school.

---

#### **Conclusion**

Blackgates Primary Academy is committed to providing an inclusive and accessible environment for all students, staff and visitors. This Accessibility Plan will guide our actions and ensure that we address the diverse needs of our school community. We will regularly assess and update the plan to ensure continuous improvement and compliance with all legal requirements to enable all pupils, regardless of need

Target	Strategies	Timescale	Responsibilities	Success Criteria
Ensure that the physical environment of the school is suitable for all staff, pupils and visitors to the site.	Regular site inspections to take place to ensure site access is suitable for all.  Weekly Health and Safety meetings to take place to review the access of the building.	Ongoing	Site Manager Principal	The environment will be an inclusive setting which is accessible to all.
To ensure that all staff are using relational practice, and supporting students with SEMH needs to regulate their emotions and access the classroom and full curriculum.	Embedding of the Positive Regard behaviour policy.  Weekly SEND meetings to discuss monitoring.	Ongoing Weekly monitoring	Principal Behaviour Lead SENDCos Teaching staff	Reduced incidents recorded. Children able to reflect upon their emotions and engage in regulating activities.
To develop the use of visuals, colourful semantics and speech and language therapy programmes for pupils who require them.	Colourful semantics training to be delivered by SENDCos. Children have familiarity with visuals in all subjects, helping with word mats. Speech and Language Therapy assistant to deliver therapy programmes.	Ongoing Termly data collection	SENDCos Teaching staff SALT (Chatterbugs)	Children will have an embedded understanding of visuals. Visuals will be available in all classrooms and consistent around school. Children with SALT plans to make termly progress with reviews.

