

# Stanstead Flying High Academy



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## Accessibility Plan 2020-2023

Issued May 2021

To be reviewed September 2023

## **Section 1: Vision statement**

It is a Requirement under the Equality Act 2010 for schools to have an accessibility plan to focus on focus on the physical environment, curriculum, and written information. The Purpose of this to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The plan will be shared on the school website and in the Governor Annual Impact Statement and will be monitored by the Governing Body through their meetings. It will be monitored through P&F Governor Meetings. If you have any comments on the accessibility of the school or plan then please address these to Tanya Smith ( HT) and Debbie Inglis (Chair of Governors).

## **Section 2: Access to the curriculum**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having ASD

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability.</b></p>	<ul style="list-style-type: none"> <li>• Additional adult support to meet the diverse needs of pupils with medical conditions.</li> <li>• Staff have received appropriate training.</li> <li>• Strong partnership with parents to ensure children attend and achieve in school.</li> <li>• Strong celebration culture around diversity and difference.</li> <li>• ICT equipment available for all pupils with additional needs.</li> <li>• Reasonable adjustments are made to ensure inclusivity where ever possible</li> </ul>	<ul style="list-style-type: none"> <li>• Children attend regularly. (S)</li> <li>• Equality for all children-safe happy valued children. (M)</li> <li>• Enjoyment and empowered to learn. (M)</li> <li>• Inclusive technology adopted. (S)</li> <li>• Additional funding in place (S)</li> <li>• Specialist equipment used to support individual pupils. (S)</li> <li>• Children achieve ARE (L)</li> <li>• Children participate in all areas of the curriculum (M)</li> </ul>	<ul style="list-style-type: none"> <li>• Staff CPD where appropriate.</li> <li>• Medical plans in place and updated.</li> <li>• Continue to monitor the use of ICT by pupils with needs and provide additional support where necessary.</li> <li>• Educational visits/ sch events to be planned with inclusivity in mind.</li> <li>• PE specialists aware of pupils with additional needs.</li> </ul>	<p>SEND Team – SH alongside SLT</p>	<p>Health plans during Autumn term</p>	<ul style="list-style-type: none"> <li>• Good attendance</li> <li>• Health care plans identified and written with parents and relevant health care professionals</li> <li>• Children have equal access to curriculum and facilities.</li> <li>• Children feel valued and a celebrated member of the school community.</li> <li>• Children can access all areas of the curriculum despite disabilities.</li> </ul>

<p><b>Improve and maintain access to the physical environment.</b></p>	<ul style="list-style-type: none"> <li>• Check School Building is accessible.</li> <li>• Disabled pupils/families have access arrangements for the main entrance, vehicle access and parking.</li> <li>• Outside areas are accessible for all.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that equal access is in place on the site (S)</li> <li>• Potential barriers for children, staff and parents are removed where possible. (M)</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to speak to pupils, parents and staff about access arrangements and what their needs are.</li> </ul>	<p>All staff</p>		<ul style="list-style-type: none"> <li>• No barriers to physically hinder access to site.</li> <li>• Partnership with parents is evident.</li> <li>• Staff, pupils and parents feel empowered.</li> </ul>
<p><b>Improve the delivery of written information to pupils and parents.</b></p>	<ul style="list-style-type: none"> <li>• Different formats of information available on request e.g. larger font. A range of options available for information sharing- printed/electronic</li> <li>• Support on request to access information.</li> </ul>	<ul style="list-style-type: none"> <li>• Make parents aware that information can be made available in different formats. (S)</li> </ul>	<ul style="list-style-type: none"> <li>• On request-letters to be available in large print, on coloured paper.</li> <li>• Office to support parents with accessing information when required e.g. support with reading information/completing forms</li> </ul>	<p>Office Staff</p>	<p>As necessary</p>	<ul style="list-style-type: none"> <li>• All pupils and parents can access information</li> </ul>
<p><b>Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.</b></p>	<ul style="list-style-type: none"> <li>• Children are identified and offered specific interventions to meet their need.</li> <li>• Close liaison with health professionals.</li> <li>• Interventions possibilities identified.</li> </ul>	<ul style="list-style-type: none"> <li>• motor interventions provided. (S)</li> <li>• Individual gross motor plans carried out when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Baselines and progress to be monitored.</li> <li>• Equipment to be checked to ensure safety.</li> <li>• New equipment identified and purchased.</li> </ul>	<p>SH and named TA</p>	<p>When required by specific child – reviewed 3 weekly</p>	<ul style="list-style-type: none"> <li>• Pupils receive an intervention to meet their area of need.</li> <li>• Impact on the progress of children within all areas of the curriculum.</li> </ul>

<p><b>Create effective learning environments for all pupils.</b></p>	<ul style="list-style-type: none"> <li>• Staff are aware of children who have been identified as having a learning difference or specific need. The learning environment underpins positive relationships.</li> <li>• The children feel valued.</li> <li>• The environment is a safe place.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate pupil's learning preferences. (S)</li> <li>• Seek advice relating to signs and symbols(M)</li> <li>• Continue to screen and investigate pupil preferences. (L)</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure consistent use of Dyslexia friendly resources throughout school.</li> <li>• Complete dyslexia friendly audit</li> </ul> <p>Ensure that staff are aware of the problem colours for identified children and that these are limited as much as possible.</p>	<p>SH And SLT</p>	<p>Complete and analyse audit with SLT Autumn 2021</p>	<ul style="list-style-type: none"> <li>• Learning differences are identified.</li> <li>• Progress is made.</li> </ul>
<p><b>Identify provision for pupils identified as having ASD.</b></p>	<ul style="list-style-type: none"> <li>• Staff are aware of children who have a diagnosis of ASD</li> <li>• Understand of their unique needs are implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that provision is in place to meet the needs of children with ASD. (M)</li> <li>• Funding applied for where necessary. (S)</li> <li>• Liaison with health professions. (S) ASD strategies and criteria shared. (M)</li> <li>• Sensory audits completed. (S)</li> <li>• Ensure Scholar pack is up to date with ASD diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• CPD training events. Provision is identified for pupils with ASD.</li> <li>• Support is accessed through the Autism team</li> <li>• School to access the AET framework.</li> <li>• *Sensory audits to inform practise.</li> </ul>	<p>SH</p>	<p>AET framework training needs identified summer 2020 Training and questionnaires completed Autumn 2020 Sensory audits completes as required</p>	<ul style="list-style-type: none"> <li>• Children with a diagnosis of ASD are part of the school and function well within their class.</li> <li>• Progress is made – assessed against AET framework</li> </ul>

### Section 3: Access to information

- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Ensure that information about the needs of pupils is shared effectively throughout school.</b></p>	<ul style="list-style-type: none"> <li>• Formal and informal meetings with all members of staff that work with named children.</li> <li>• Regular email contact between class teachers, TAs and the SENCO team.</li> <li>• Transition notes from previous class teacher regarding all pupils.</li> <li>• Information sent from school to school regarding pupils that transfer.</li> <li>• Medical details accessible by all staff in PPA room (not accessed by children)</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and extend the use of pupil profiles to record and pass information about children identified as having a SEN, disability or specific medical need. (M) To include: pen portraits, SEMH plans, SEND plans and IPPs</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to use pen portraits' as a method of passing 'quick read' information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including middays and before/after school staff)</li> <li>• Continue to develop the use of SEND plans, SEMH plans and use of Routes to inclusion To update disability list termly (in line with the SEN register) and publish this information to all staff</li> <li>• Health Care Plans updated (or when any significant changes</li> </ul>	<p>SH SLT</p>	<p>Termly</p>	<ul style="list-style-type: none"> <li>• All staff can meet the needs of the children and pass relevant information on.</li> </ul>

			occur) for pupils with medical needs Health Care Plans shared with relevant staff and displayed in the identified place.			
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<p><b>To make information on the schools SEND policy and local offer accessible for parents.</b></p>	<ul style="list-style-type: none"> <li>Information on the schools SEND provision available to all on request and on the school website.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure the relevant updates are made to policies and parents can access these.</li> <li>To ensure new parents are signposted to the relevant area of the website.</li> </ul>	<ul style="list-style-type: none"> <li>To update the SEN policy annually and provide opportunities to discuss this with parent on request.</li> <li>Publish the school's local offer on the school website and Nottingham city LA local offer website</li> <li>Policies and SEND information is updated and posted on the schools website.</li> </ul>	<p>SH</p>	<p>Annually</p>	<ul style="list-style-type: none"> <li>SEND information is accessible.</li> </ul>
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#### Section 4: Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
<b>Number of storeys</b>	<ul style="list-style-type: none"> <li>ONE</li> </ul>	<ul style="list-style-type: none"> <li>Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation.</li> </ul>	SH	As new pupils arrive Annual
<b>Lifts</b>	<ul style="list-style-type: none"> <li>A working lift is in place for the use of pupils, staff, parents, community users and visitors.</li> <li>Children are informed</li> </ul> <p>NA</p>	<ul style="list-style-type: none"> <li>Pupils and Staff know not to use the lift in the event of a fire.</li> <li>Staff and Pupils understand the safe zone in the stairwells in event of fire and know how to use the emergency phone.</li> <li>Office staff know how to use the phone in the reception bubble.</li> </ul>	NA	
<b>Parking bays</b>	<ul style="list-style-type: none"> <li>Parking made available for disabled pupils and access for disabled parents / carers</li> </ul>	<ul style="list-style-type: none"> <li>Ensure staff and visitors do not use these and they are kept clear for Blue Badge Holders.</li> </ul>	HT RR	Annual and constant vigilance
<b>Ramps</b>	<ul style="list-style-type: none"> <li>Ramps from the car park and paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure these are kept clear.</li> <li>Identify external routes for wheel chair users to access all parts of the building.</li> <li>• Maintenance is carried out.</li> </ul>	RR	Constant vigilance

<b>Toilets</b>	<ul style="list-style-type: none"> <li>• Disabled Toilets</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that disabled toilet facilities are in working order and accessible.</li> </ul>	RR	Weekly
<b>Alarms</b>	<ul style="list-style-type: none"> <li>• Alarms are in place and in working order.</li> <li>• Fire</li> <li>• Lock down</li> </ul>	<ul style="list-style-type: none"> <li>• Alarms are tested weekly and the staff and children are aware of the different sounds for fire and lock down.</li> </ul>	RR	Weekly
<b>Modifications</b>	<ul style="list-style-type: none"> <li>• To ensure the school seek advice with regards to modifications to the building.</li> <li>• Funding applied for when necessary adjustments are required.</li> </ul>	<ul style="list-style-type: none"> <li>• To contact the Sensory &amp; Physical Team - Physical Disability (Inclusive Education Service) for advice on premises modifications if pupils with additional needs join the school.</li> </ul>	SH	As new children arrive.
<b>Internal signage</b>	<ul style="list-style-type: none"> <li>• This was done by KIER and EFA in line with legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure in good repair and updates as necessary</li> </ul>	RR	Weekly
<b>Emergency escape routes</b>	<ul style="list-style-type: none"> <li>• This was done by KIER and EFA in line with legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Check emergency lighting</li> <li>• Annual Fire Safety Check</li> </ul>	RR	Weekly(automated) Annual

## Section 5: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- Increase diabetes awareness.
- To ensure medication is administered.
- Specific needs/ diagnosis are identified.

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
<p><b>To ensure safe evacuation of pupils and staff</b></p>	<ul style="list-style-type: none"> <li>• Evacuation plans are in place</li> <li>• Fire,</li> <li>• Internal/ external lock downs</li> <li>• Site evacuations.</li> </ul> <p>All staff and children are aware and familiar with procedures.</p>	<ul style="list-style-type: none"> <li>• Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officers)</li> <li>• Fire and lock down plans are practised termly.</li> <li>• Site evacuations are discussed with the children.</li> <li>• New staff informed.</li> </ul>	<p>HT and RR</p> <p>All staff</p>	<p>Annual</p> <p>Termly</p>

<p><b>Pupil's personal care needs are adhered to appropriately</b></p>	<ul style="list-style-type: none"> <li>Personal care requirements are highlighted and reviewed regularly and the relevant staff have appropriate training to meet these needs.</li> </ul>	<ul style="list-style-type: none"> <li>Water supply risk assessed for Legionella disease and cleaned.</li> <li>Relevant staff to receive training on safe changing and intimate personal care needs.</li> <li>Children are highlighted as having a need.</li> <li>Health care plans are put into place.</li> <li>Regular liaison with parents is in place.</li> </ul>	<p>RR SH</p>	<p>Every 3 months</p> <p>As new pupils arrive</p> <p>Termly</p>
<p><b>Increase diabetes awareness.</b></p>	<ul style="list-style-type: none"> <li>All children with diabetes are highlighted and their needs administered.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant staff to be trained on safe administration of insulin and procedures pertinent to named children</li> </ul>	<p>WS</p>	<p>As new pupils arrive</p>
<p><b>To ensure medication is administered.</b></p>	<ul style="list-style-type: none"> <li>The medical needs of all children are highlighted and staff made aware.</li> </ul>	<ul style="list-style-type: none"> <li>Medication and any relevant equipment such as sharp bins are contained securely within a designated area.</li> </ul>	<p>Office RR HT SH</p>	<p>As new pupils arrive</p>
<p><b>Specific needs/ diagnosis are identified.</b></p>	<ul style="list-style-type: none"> <li>Children who have a medical diagnosis/ need are identified and plans are put into place to need their needs</li> </ul>	<ul style="list-style-type: none"> <li>Children are highlighted as having a need.</li> <li>Health care plans are put into place.</li> <li>Regular liaison with parents is in place.</li> </ul>	<p>SH  All Staff</p>	<p>As new pupils arrive</p> <p>Termly</p> <p>Daily</p>