



# Redgate Primary Academy Appendix to Accessibility Policy September 2021

*Office use*

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<b>Associated documents:</b>			
<p>Accessibility policy appendix (academy plan) considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). It operates alongside the SEND policy, is consistent with it in terms of principles and approaches to resourcing</p>			
<b>Links to:</b>			
<p>DAT Accessibility Policy</p> <p><a href="https://www.diverseacademies.org.uk/wpcontent/uploads/sites/25/2018/08/Accessibility.pdf">https://www.diverseacademies.org.uk/wpcontent/uploads/sites/25/2018/08/Accessibility.pdf</a></p>			

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# 1 This Accessibility Policy Appendix (Academy Plan) includes:

- a) Actions that will be taken to increase the extent to which children with a disability can participate in the academy curriculum;
- b) Strategies to improve the physical environment of academies to increase the extent to which children with a disability can take advantage of education and associated services; and
- c) Actions to improve the delivery to children with a disability of written information that is provided to pupils who do not have a disability. This should be done within a reasonable period of time and in formats which take account of views expressed by the students or parents about their preferred means of communication.

Objectives	Actions (include the groups(s) most likely affected)	Who is responsible? (including timescales)	Success Criteria	Annual RAG rating
<b>Curriculum access</b>				
Increase access to the curriculum for all pupils with a disability	Staff training – SEN Code of Conduct, SEN Pathway to provision.  SEN/Strategies folder, EHC Plan, update all TA's and relevant staff	Medium term ALT Autumn 1 all staff training.	Staff are more aware of the ways in which they can make the curriculum more accessible to pupils with specific needs.	
	Write PP action plan and measure impact of actions.	Medium term ALT	Improved outcomes for disadvantaged pupils.  All pupils are to achieve full potential and support structures are in place.  All stakeholders have an active part in academy improvements.	
	Create AIP actions which ensure a full review of the current curriculum.	Medium term ALT	Curriculum at RPA will be exciting, relevant and accessible to all.	
	To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum	Medium term ALT	Children are able to access the full curriculum	

	To meet regularly with students, parents and outside agencies to plan access improvements, i.e.: Occupational Therapists, Physiotherapists, Speech and Language Therapist.	Medium term ALT	To provide the best curriculum for children	
<b>Staff specific</b>				
Access to Work	Contact DAT's Human Resources Team when required so that the academy meets the needs of individual staff members ensuring that we support staff members to meet their needs in accessing work.	Long term ALT Ongoing	Suitable access arrangements are in place to ensure that staff are able to work safely and effectively.	
<b>Physical Environment</b>				
To ensure that the academy is accessible to disabled visitor/stakeholder	PEEPs are completed when necessary to ensure that pupils with specific needs can access the academy safely. Meetings held with parents, pupils and agencies to assess and evaluate evacuation procedures	Long term ALT	All visitors can access the main reception area of the academy from the front and feel welcomed.  Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed and any necessary training undertaken.	