



GREENHEART
LEARNING PARTNERSHIP 

Featherstone Primary Academy

Accessibility Plan

Author	Kate Steatham
Date Approved	September 2024
Version	2
Review	September 2027

Rationale

In drawing up the Accessibility Plan, Featherstone Primary Academy has set out the following priorities:

- To provide safe access throughout the school for all school users, irrespective of any disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled pupils and how to provide assistance to enable them to enjoy the school experiences as fully as possible.

At Featherstone Primary Academy, we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The involvement of Disabled Children and Young People, Staff and Parents

According to the Disability Discrimination Act 1995, a 'disabled person is defined as someone who has a physical or mental impairment which has an effect on their ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Featherstone Primary Academy is committed to equal opportunities and inclusion. This document should be considered alongside the following school policy documents:

- SEND Policy and Information Report
- Equal Opportunities Policy
- Medical Needs Policy & Procedure

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and IT equipment.
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special education needs. The SENDCo manages the EHCP process, where it is needed, ensuring additional resources are available where appropriate.

The school pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with professionals from:

- Sensory Support
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Educational Psychology
- Autism Inclusion Team
- Special Needs Early Years Service

Improving access to the physical environment of the school

The elements of the Accessibility Plan cover all areas of the physical environment such as external areas, buildings, fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Featherstone Primary Academy.

Improving the delivery of information to disabled persons

Staff are aware of the services available throughout the Local Authority for converting written information into alternative formats.

The Accessibility Plan will be reviewed every 3 years, or earlier if necessary.

Complaints

Any parent/carer that has a complaint against the academy regarding the provision or implementation of procedures set out in this plan should follow the guidelines for complaints set out in the academy Complaints Policy.

Accessibility Plan

Featherstone Primary Academy

Dates: From September 2024 To September 2027 (3 Years – to be reviewed annually or earlier if necessary)

Area of Accessibility	Target <i>(Goal for improving accessibility)</i>	Actions <i>(steps to achieve those goals)</i>	Evidence <i>(Proof of progress and success).</i>	Outcome <i>(What we are aiming to achieve)</i>
Physical Accessibility	Ensure that all school facilities are physically accessible to students with disabilities.	<ul style="list-style-type: none">- Conduct an accessibility audit of the school's buildings and outdoor areas.- Install ramps, elevators, or lifts where/if needed.- Ensure doorways and hallways are wide enough for wheelchair access.- Provide accessible restrooms with necessary modifications (grab bars, wider doors, etc.).- Ensure playground equipment is accessible to children with physical disabilities.- Train staff in evacuation procedures for students with mobility impairments.	<ul style="list-style-type: none">- Completed accessibility audit report.- Photos of newly installed ramps, elevators, and accessible restrooms.- Logs of staff training sessions and updated emergency plans.	<ul style="list-style-type: none">- All students, including those with physical disabilities, can move around the school and access facilities safely and independently.- Emergency evacuation procedures are effective and inclusive for students with mobility impairments.- Personal Emergency Evacuation Plans (PEEPs) in place.
Curriculum Accessibility	Ensure the curriculum is inclusive and accessible to students with diverse learning needs within the four broad areas of SEND: Cognition and Learning Communication and Interaction	<ul style="list-style-type: none">- Implement differentiated instruction strategies to cater to different learning abilities, including recommendations provided by professionals.- Provide accessible learning materials (large print, braille, audiobooks, or digital formats).- Use assistive technologies (e.g., screen readers, text-to-speech software) for	<ul style="list-style-type: none">- Examples of modified lesson plans and differentiated materials.- Teacher training logs and feedback from professional development sessions.- Evidence of implemented strategies recorded by	<ul style="list-style-type: none">- All students, regardless of their abilities, can access and engage with the curriculum, leading to improved academic performance and participation.- Teachers feel more confident in supporting diverse learners in their classrooms.

	Social, Emotional and Mental Health Physical and/or Sensory	students with visual, auditory, or learning disabilities. - Offer professional development to teachers on inclusive teaching practices.	external professional reports.	
Communication Accessibility	Improve communication methods to ensure inclusivity for all students, parents, and staff.	- Provide alternative formats for school communication (e.g., emails, text messages, braille, and large print for visually impaired individuals where needed). - Ensure that meetings, assemblies, and events offer sign language interpreters if needed. - Use visual supports (like visual schedules, symbols) for students with communication difficulties. - Train staff on inclusive communication techniques.	- Examples of communication materials in alternative formats. - Attendance records of interpreters at school events (if needed). - Visual support materials used in classrooms. - Feedback from parents and students on communication accessibility.	- Clear and effective communication is ensured for all students, staff, and parents, regardless of their individual needs. - Students with communication difficulties can engage more fully in school life, reducing frustration and improving behaviour.
Social and Emotional Accessibility	Foster an inclusive and supportive environment that promotes the emotional well-being of all students.	- Establish peer support or buddy systems to promote inclusion for students with disabilities. - Train staff on recognising and supporting students with emotional or social challenges, including autism, ADHD, or anxiety disorders. - Implement social skills programs or therapy for students needing additional support (ELSA). - Review school policies to ensure that anti-bullying measures are inclusive of students with disabilities.	- Documentation of support programs and their participants. - Records of staff training on social-emotional support. - Pupil voice. - Incident reports reflecting a decrease in bullying incidents.	- Students with disabilities feel socially and emotionally supported, leading to a more positive school experience, better friendships, and reduced anxiety. - A reduction in bullying and exclusion of students with disabilities, resulting in a more inclusive school environment.
Access to Extracurricular Activities	Ensure students with disabilities have equal access to extracurricular activities and school trips.	- Review extracurricular programs and school trips to identify and address accessibility barriers.	- Records of adjustments made to extracurricular programs.	All students, including those with disabilities, can fully participate in extracurricular activities, school trips, and after-school programs,

		<ul style="list-style-type: none">- Modify activities or provide additional support (e.g., aides, transportation) to allow participation by all students.- Ensure that after-school programs are inclusive, and staff are trained in supporting diverse needs.- Protected space for pupils with a SEND to encourage participation in extracurricular opportunities.	<ul style="list-style-type: none">- Participant lists showing inclusion of students with disabilities.- Feedback from students and parents on the inclusiveness of extracurricular activities.	leading to enhanced social interaction and skill development.
--	--	---	---	---