



Accessibility plan

Little Acorns School

Approved by:	Alison Neal	Date: September 2018
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Last reviewed on:	November 2023
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Next review due by:	November 2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Equality of opportunity at Little Acorns School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, parents, carers and staff at Little Acorns Therapeutic Community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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	RAG
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum eg overlays</p> <p>Curriculum resources include examples of people with disabilities.</p>	Training for specific staff members	Staff to be spoken to regarding which training courses they feel will be beneficial.	Alison Neal	July 2020	Audit of CPD completed.	
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	Use of ICT equipment in lessons more.	Examples of ICT in classrooms shown in staff meetings.		July 2020	ICT being used in lessons observed in Teacher Observations.	

	Children all have their own Provision Maps which demonstrate progression and planning towards the outcomes of their individual EHCP.						
	Empower the LSA's to be involved in the tracking and evaluation of the provision maps so that all staff are sharing these key documents.	Training to be provided as part of the new Performance Management Objectives and targets for all staff.	Staff Meetings PLP's updated termly.	ANeal/ JCurley.	Easter 2023		
Improve and maintain access to the physical environment	All children are currently able to enter all the school buildings.	If a referral is made for a child with accessibility issues this will be immediately rectified.	Ramps available for both school buildings as and when needed.	ANeal/SBayliss	As and when needed.	All children will be able to enter school buildings. The school is compliant with SEND disability regulations and the 2010 Equality Act	
	There is currently not a disabled toilet on site.	If a referral is made for a child with accessibility issues this will be immediately rectified.	A disabled bathroom to be put on site as and when the need for this. arises.			Ongoing 2020	

<p>Improve and maintain physical access to the site</p>	<p>Visitors currently enter site via the fence ringing the bell, they then sign in at the staffroom.</p>	<p>Reception building to be added to enable a safer entrance to site with air-locked door for improved security to site. Visitors can then have ID checked and sign in prior to entering the school site at all.,</p>	<p>New reception building to be added using lowry Brothers</p>	<p>SBayliss</p>	<p>Planned completion Sept 2022</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations <p>Signs for WC's are supported by the Makaton symbol.</p> <p>Makaton is being used in the Maple Classroom.,</p> <p>Language for colour has been introduced but does need to be expanded and use more regularly.</p>	<p>All staff are aware of the visual timetable for a child in Maple and ensure these are consistent and used in the same way.</p> <p>To improve signage around the school.Met July 19)</p> <p>To use Makaton and Language for Colour across the whole school</p> <p>To train staff and use PECS around the school.</p>	<p>Training in Staff Meetings</p>	<p>Alison Neal</p>	<p>Oct 18 met</p> <p>Jan 2020</p>	<p>Visual Timetable to be used confidently by all staff.</p> <p>Signs to be used around the school.</p> <p>PECS training completed and being used in classroom</p>	

			<p>Use signs and symbols on classroom doors/cupboards.</p> <p>2 staff trained in the use of Makaton (Completed June 2019)</p> <p>Daily Makaton sessions across both classrooms</p> <p>Language through Colour on display and utilised in both classrooms.</p> <p>PECS training to be booked</p>			Inprint purchased and used by all classroom.	
Recognition of different gender/sexual orientation throughout the school.	Surveys/questionnaires sent home regarding parental view and teaching of this through the RSE Curriculum.	Further resources to be bought, including a variety of books with various characters to brought.	Further books to purchased to ensure an inclusive education for all.	Alison Neal	Sept 22		

		<p>Curriculum planned to include conversations regarding different sexual orientations and genders.</p> <p>Children encouraged to be themselves.</p> <p>A range of dressing up clothes are available and for both genders and all sizes.</p>					
Recognition of cultural and religious diversity	<p>The School will offer a prayer room for pupils, Staff and visitors requesting need of one for individual worship</p> <p>RE curriculum is planned to cover a variety of religions and cultures.</p> <p>Visits to churches/synagogues and other places of worship.</p>	Religions Education adapted for any child of religion who may enter the school.	Consideration to and information gained re individual's preference and requirements in terms of their daily worship	Prayer room identified on admission if needed.	As and when needed.	A space for prayer will be allocated as and when children/visitors require this.	

4. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Child Protection Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is on one storey, access to a raised portacabin is possible through the ramp that has been fitted.	None necessary.		
Fire alarms	Auditory fire alarms are currently fitted.	Visual fire alarms to replace these.	AN/JL	Ongoing Sept 21
		Alarms fitted in all new classrooms and tested weekly.	DB	Ongoing Sept 22
Toilets	The school only has one pupil toilet and currently there is not a disabled toilet on site.	This to be rectified as and when the need arises, upon referral of child or prior to employment of a staff member who may need this.	AN/SB	As and when required for pupil or staff member.
		Work on a new toilet block has begun- this is to be opened by Christmas 22.	Warren Bell overseen by AN/SB	
Internal signage	Fire alarms and emergency points labelled.	Maintained and replaced immediately when needed.	EL	Ongoing

Emergency escape routes	Emergency access points labelled.	Maintained and replaced immediately when needed.	EL	Ongoing
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