



Akrotiri School Accessibility Policy

Dated: February 2017
Review: February 2022



Accessibility Plan Akrotiri School

At Akrotiri School our values reflect our commitment to having high expectations of everyone.

In our school we promote an ethos of respect and empathy, where diversity is valued and celebrated within a safe and stimulating environment. We support the social and emotional wellbeing of all children and staff and we promote a healthy lifestyle.

At Akrotiri School all achievements are celebrated and shared in school and the wider community. The relationship between our staff and children underpins the inspirational, supportive and high quality teaching and learning in our school. Our pupils are taught the virtues of kindness, appreciation and what it means to be courageous. We aim for all our children to be independent learners with self-belief and an abiding respect for others.

At Akrotiri School we strive to ensure our learning is a continual journey towards further improvement and progress. We aim to instil a lifelong love for learning and a strong grounding for future success. Our children are encouraged to take ownership of and responsibility for their learning.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that MoD Schools will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.



Objectives

Akrotiri School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Akrotiri School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Akrotiri School Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Subject Policies
- Critical Incident Plan
- Health & Safety Policy

- School Improvement Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Head Teacher**
- **Inclusion Leader**
- **The Governing Body**
- **Caretaker**



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An Access Audit was carried out by Miss J Coates AHT Inclusion in February 2017. Recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Music room building 1092 rear pavement	Pavement needs extending so that building and current pavement join(6m x 1.8m sloping from 20cm to 0cm)	December 2017	£1000
2.	Foundation Stage building 1240 access to FS1	Pavement needs extending, small section needs infilling to provide flat access (3m 3m)	December 2017	£1000
3.	Yellow warning lines throughout the school site	Repaint	July 2017	£250
4.	Disabled car parking space	Move current space to the outside of the new school perimeter fence	July 2017	£500



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Action Plan A – Improving Physical Access

Ref	Objective	Action to be taken	Time Scale	Priority	Cost	Date Completed	Responsibility
1	All corridors-all buildings	Keep all corridors clear of obstructions	Immediate	High	None	Ongoing	All staff
2	Disabled car parking	Move current space to outside new fence	July 2017	High	£500		MoD service provider
3	Disabled shower facilities	New sign to advise location of disabled shower	December 2017	Low	£100		Caretaking



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Action Plan B – Improving Curriculum Access

Ref	Objective	Action to be taken	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Maintain inclusive quality first wave teaching	SLT to monitor quality of teaching, planning and provision for SEND pupils	Summer term 2017	High	None	Ongoing	SLT
2	Interventions	AHT Inclusion to audit current interventions and their success/impact on progress. Provision mapping to be used across all classes	Summer term 2017	High		Ongoing	AHT Inclusion
3	Classrooms are organised to promote the participation and independence of all pupils	SLT to ensure that lessons are planned to meet the needs of all pupils in the school	Summer term 2017	High		Ongoing	SLT
4	Staff training in the production, implementation and review of provision maps and monitoring systems	Introduce Edukey	Summer term 2017	High	£600		AHT Inclusion

5	Staff training in supporting pupils with SEND- focus on the key areas of need within the school: Dyslexia, ASD and SLCN	AHT Inclusion to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary from Targeted Services and Principal Speech and Language Therapist	Autumn term 2017/Spring term 2018	High	Training costs as identified	Ongoing	AHT Inclusion & Targeted Services
6	Continue to build on current sensory areas	AHT to review and resource as required	Autumn 2017	Medium	Resources costs as identified	Ongoing	AHT
7	Parental and pupil feedback	Questionnaire to all parents and pupils with SEND	Summer term 2017	Medium	None	Ongoing	SLT
8	Appropriate use of specialised equipment to benefit individual pupils and staff	Make ipads, laptops available. Use sloping boards, adjustable tables for pupils with fatigue or physical disability. Use coloured overlays for pupils with visual difficulty	Summer term 2017	Low	Resources costs as identified	Ongoing	AHT Inclusion
9	Improve the quality of provision for pupils with specific learning and emotional needs	Provide tranquil places within school	Summer term 2017	Low	Resources costs as identified	Ongoing	SLT
10	Ensure the school develops children's awareness of disability	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school	Autumn term 2017	Low		Ongoing	All leaders



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Action Plan C – Improving the Delivery of Written Information

Ref	Objective	Action to be taken	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Ensure parents/carers with visual disability have equal opportunity to access information from school	Highlight on all school documentation that goes to parents that it is available in larger print on request	Immediate	Medium	None	Ongoing	Administration
2	Improvements to assist parents/carers/children and visitors with hearing loss	Ensure that all staff aware of any parents/carers/children and visitors with hearing loss are dealt with sensitively and spoken to clearly, facing them should lip reading be necessary. Use of text messages when appropriate	Immediate	Medium	None	Ongoing	All staff
3	Parents with EAL- School website- communications	School website requires a 'flag' to alert readers that we can offer assistance for communications to our parents with EAL	Immediate	Medium	Non	End of Spring term 2017	P McCool