Euler Academy

Accessibility Plan

1	Summary	Accessibility plan	
2	Responsible person	Laura Harkin	
3	Accountable SLT member		
4	Applies to	☐All staff ☐Support staff ☐Teaching staff	
5	Who has overseen development of this policy		
6	Who has been consulted and recommended policy for approval		
7	Approved by and date	September 2024	
8	Version number	2	
9	Available on	Trust website	☐Y ☐N
		Academy website	☒Y ☐N
		SharePoint	☒Y ☐N
10	Related documents (if applicable)		
11	Disseminated to	☒Trustees/governors ☒All staff ☒Support staff ☒Teaching staff	
12	Date of implementation (when shared)	18/09/2024	
13	Consulted with recognised trade unions	☐Y ☒N	

Contents

1.   Purpose and duty

This Accessibility Plan carries out the same duties as previously existed under the Disability Discrimination Act DDA and which have been replicated in the **Equality Act 2010:**

- to promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- to prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

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

In accordance with the Act the plan focuses on three key areas:

- Increasing the extent to which disabled pupils can participate in the school's 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.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The plan is reviewed and updated each year.

2.   Priorities

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

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring to suit individual needs.
- To provide training to all staff regarding the needs of the disabled pupils and how to provide assistance to enable them to fully access the day and enjoy being within the setting.

Euler Academy is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document and should be read in conjunction with the following:

- School Improvement Plan
- Special Educational Needs Policy
- SEND Report

- Curriculum Policy
- Health & Safety Policy
- Relationships and Behaviour policy
- Medical policy/Administering medicines
- Safeguarding policy and arrangements.
- Staff personnel policies including Sickness Absence,

This plan is shared with staff, governors, parents and community through the school's website. It is the responsibility of the whole school community to implement this plan in a manner which promotes an inclusive ethos at the school.

The Accessibility Plan 2024 -2025

Area 1: Increasing the extent to which disabled pupils can participate in the school's curriculum

Current good practice includes:

In depth admission meetings seek views of family, previous setting and professionals.

The planning and assessment system is specifically designed for pupils working below age related expectations.

The learning day is broken up into a series of shorter lessons to support pupils with lower concentration levels.

High levels of support are available within all classrooms to scaffold, resource and give advice.

There is a clear balance between academic learning and personal development.

Pupil Champions and Personal Development Mentors provide care and guidance to promote readiness for learning such as 1:1 interventions for core subjects, access to sensory circuits, fine and gross motor skills sessions and other interventions.

Resources and interventions to support Dyslexic pupils.

Work with the Humber Sensory processing and Connect Therapy Services service to support pupils

Computer learning programs to support learning including Active Learn (Bug Club)

Aim	Action	Responsibility and When	Resource/ cost	Intended Outcomes	Monitoring and Evaluation
Ensure legal compliance at all times.	• Consistently implement requirements of the SEND Code of Practice. • Respond to any changes in legislation. • SEND policy in place. • SEND Report presented annually to LGB and uploaded on website. • Implement EHC Plans and Annual Reviews in statutory time frame. • CPD for staff to ensure are aware of roles and responsibilities. • Regular updates to LGB.	SLT and SENCO Ongoing	SENCO time	Statutory compliance met. Staff understand their roles and responsibilities. SEND on a page is produced at the end of each term to share with LGB and Trust.	Checks by SENCO and SEN on a page.

Improve early identification of needs to ensure appropriate curriculum and provision.	• Request outreach reports from other agencies when outreach has been previously given. • Ensure assessment information including academic assessments, PDP documents and EHCP/Annual Review/graduated response documents are sent to the school prior to any admission meetings • During admission meeting create timeline of child development/milestones including any previous concerns, investigations, queries. • Ensure timely involvement with Speech and Language service to reflect the change in needs across our provision	SENCO Admission meeting leads	SENCO time	Detailed history of the pupils needs and involvement of other professionals.	Admission meeting paperwork
Improve transition into the school from mainstreams settings	• At admission meetings plan with the school and family transition arrangements including visits to the setting, meeting staff, attending welcome afternoons and having access to easily accessible information about the settings • Transition plan/timetable created for each child.	SLT in admission meeting Ongoing		Pupils transition to the setting is appropriate to needs. Pupils are clear of expectations, routines and feel comfortable to ask questions/seek help.	Transition plans/ timetables Welcome afternoons arranged in a timely manner

Training for staff on specific SEN, disabilities and medical needs.	• Information gathered from parents, agencies, GPs is used to identify correct personalised planning requirements. • EHCP's are reviewed annually unless a need arises for an early review • Personalised Learning Plan are reviewed every half term • Medical and intimate care plans are in place for individual pupils and reviewed each half term/term. • Training needs for staff identified to support staff with their understanding of medical needs. • Training planned and delivered by appropriate services. • Increase number of staff trained to administer medicines.	SENCO for all Ongoing for all		Educational, physical and medical needs of all pupils are met. Additional personalised plans are in place where required.	Staff have a greater knowledge of the needs of the pupils EHCP's and Graduated responses are accurate and reflect the needs of the pupil

Area 2: Improve the physical environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.

Current good practice includes:

Visual timetables are in all classrooms.

Downstairs classrooms have outdoor access without steps.

Alternative personalised learning spaces are available around the setting.

High levels of supervision as pupils move around the setting and at breaktimes.

Transport drop off and pick up areas are clearly identified and accessible, staff support with getting on and off transport.

Ipads and headphones are accessible in all classrooms.

All outdoor areas are accessible.

School has its own minibuses to transport pupils for visits.

Aim	Action	Responsibility and When	Resource/ cost	Intended Outcomes	Monitoring and Evaluation
Improve staff understanding of pupils with additional sensory needs.	• Make use of the named Sensory Champion for both settings • Experienced staff take part in refresher training throughout the year as needed • New staff have access to appropriate training to build on their knowledge	SLT/SENCO ongoing	Northcott Outreach service – 'Sensory Differences' – free Blob Tree training for all staff - £340	Increased staff awareness on sensory needs of pupils within their class. Staff begin to build a sensory profile for their pupils, with support from the SENCO and named Sensory Champion	Staff feel confident in the knowledge they have obtained from training Knowledge gained from training is implemented in the classroom and other learning spaces

| Improve sensory provision. | • To extend and develop further sensory 'breakout' spaces | SLT/SENCO – ongoing | | Pupils are able to regulate own behaviour and be ready for learning.
Additional resources are purchased as per the advice of professionals and used within the classroom. | Environment walks

Sensory provision is highlighted on provision map |

Area 3: Improve the availability of accessible information to disabled pupils.					
Current good practice includes: High levels of staffing ensure instructions and information is able to be shared in an appropriate way. Marking and feedback is streamlined and appropriate to the pupil. Targets are in child friendly language and explained to the pupil. Newsletters are child friendly. Reading materials within lessons are matched to the reading age of the pupil and taken into account any visual impairments, e.g. resources may be printed in larger font if needed					
Aim	**Action**	**Responsibility and When**	**Resource/ cost**	**Intended Outcomes**	**Monitoring and Evaluation**
Increase use of visual information as reminders and prompts for learning.	• Ensure that visual prompts, timetables, checklists etc are updated regularly to reflect the developing and changing needs of the pupils	Class teachers	PPA time	Reduced levels of anxieties and increased levels of independence	Environment walks

Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				