



Accessibility Plan 2022 - 2024



THE PYTHON HILL ACADEMY
LABOR OMNIA VINCIT

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Ratified by Trustees	February 2022
Date for Review	September 2024
Signed - Chair of Trustees	(Sue Trentini)

All children make at least good progress; no underperforming cohorts, groups or academies; all academies within the trust strive to be outstanding

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Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

THE PYTHON HILL ACADEMY ACCESSIBILITY PLAN FOR 2022/24

1.) PURPOSE OF PLAN

The purpose of this plan is to show how The Python Hill Academy intends, over time, to increase the accessibility of our school for disabled pupils.

2.) DEFINITION OF DISABILITY

Disability is 'a physical or mental impairment (including sensory and hidden) which has a substantial (more than minor or trivial) and long-term (over 12 months) adverse effect on a persons ability to carry out normal day-to-day activities.'

(DDA 1995 Part 1 para. 1.1.)

The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ⌞ mobility;
- ⌞ manual dexterity;
- ⌞ physical co-ordination;
- ⌞ continence;
- ⌞ ability to lift, carry or otherwise move everyday objects;
- ⌞ speech, hearing or eyesight;
- ⌞ memory or ability to concentrate, learn or understand;
- ⌞ perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak and move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Disability includes learning disabilities, dyslexia, diabetes and epilepsy, speech and language impairments and ADHD regardless of whether a child has been given an official diagnosis. A particular condition exists, whether or not it has been officially diagnosed.

Disability includes pupils with physical needs.

Disability includes progressive conditions i.e. conditions that are likely to change and develop over time e.g. cancer, multiple sclerosis and HIV infection

It is necessary for the effect of the impairment to be considered as it would be without any medication or other treatment e.g. epilepsy

3.) LEGAL BACKGROUND

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education.

4.) CONTEXTUAL INFORMATION

The Python Hill Academy has a long and proud history of inclusion for disabled pupils. The Python Hill Academy is located within 2 separate buildings.

The main building currently has Foundation 1 to Year 6 children. This building is on one level and has a disabled toilet located off the Key Stage 1 corridor. There is wheelchair access to doors and entrances to the building in Foundation Stage, at both ends of the Key Stage 1 to Year 3 corridor and at the entrance to the corridor behind the hall.

To the rear and sides of the school there are playground areas which have disabled access.

5.) THE CURRENT RANGE OF DISABILITIES WITHIN THE PYTHON HILL ACADEMY

The school has children with a range of disabilities to include moderate and specific learning difficulties and also a number of children who have a medical diagnosis. Please refer to the SEND register for more details.

We have a number of children who have other medical conditions such as epilepsy, diabetes and asthma. All relevant staff are appropriately trained to support these pupils. Please refer to the medical list which holds more specific details of these children.

We also have pupils with a range of learning difficulties and communication difficulties. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils. Please refer to the SEND Policy for more details.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a safe and secure place which is accessible for First Aiders and appropriate staff members.

6.) INCREASING ACCESS FOR DISABLED PUPILS TO THE SCHOOL CURRICULUM

Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school and to be as independent as their peers.

7.) STRENGTHS OF ACCESS PROVISION

- | All children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.
- | We have run after school clubs to particularly target children within school with additional needs who have not previously accessed extra curricular provision.
- | Door access to buildings accommodate wheelchair users.
- | Disabled toilets are available for adults and children.
- | Available changing facilities to meet the needs of children who are not yet bladder and/or bowel continent.
- | Staff are trained to use signs and symbols to aid communication (Makaton) and to use Clicker.
- | Visual timetables are available in all classrooms.
- | Staff are trained by support agencies to support children with the use of hearing aids, including radio aids.
- | Staff are trained to deliver an exercise programme to support pupils with fine and gross motor difficulties where appropriate.
- | All staff attended whole school training on Autism awareness in 2023 with the Communication and Interaction team.

- | Individual physiotherapy programmes are delivered to specific pupils directed by Occupational Therapists and Physiotherapists where required.
- | Specific speech programmes, designed by the Speech and Language Therapy Service are delivered to individuals and groups of children.
- | Home/school communications are designed to be jargon free with the use of visual aids to promote clear understanding for adults with learning difficulties.
- | Schools and Family Support Service support pupils in school and the Early Years Provision.
- | We have a wide range of equipment and resources suitable for the day-to day-use of children in the age range. We will constantly keep under review resource provision. The School Improvement Planning Process will be the vehicle for considering such needs on an annual basis.
- | We work closely with the physiotherapy team and safe handling advisors in relation to disabled children's needs in school where required.
- | All extra curricular visits are risk assessed and we work closely with parents.

8.) WEAKNESSES OF ACCESS PROVISION

- | Access controls for all doors are not at correct height for wheelchair or mobility scooter users.
- | Brochures, policies etc are not available, in different sized fonts or Braille for the visually impaired.
- | An audit is needed of school resources to ensure that they promote positive images of people with disabilities

9.) THE GENERAL DUTY

We actively seek to undertake the requirement to:-

- | Promote equality of opportunity between disabled persons and other persons
- | Eliminate discrimination that is unlawful under the Act.
- | Eliminate harassment of disabled persons that is related to their disabilities.
- | Promote positive attitudes towards disabled persons, not representing them in a demeaning way, pretending they do not exist or not representing them anywhere at all.
- | Encourage participation by disabled persons in public life.
- | Respect the wishes of disabled children in our setting.
- | Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

10.) DEVELOPING A VOICE FOR PUPIL, PARENTS/CARERS AND STAFF

- | All children have open access to staff, including Senior Leadership Team, and the School Council representatives
- | Individual appointments are made following requests from parents and carers to discuss their child's specific needs.
- | The school SENDCO is available most afternoons for parents to access either by appointment or by dropping by.
- | Individual targets are shared with children.
- | Individual targets are shared with parents and carers at Parents Evenings.
- | Alternative arrangements are offered for parents and carers who cannot attend scheduled meetings.
- | Leaflets explaining Special Needs Assessment and Procedures are available online.
- | Children are involved in their target setting and meetings when appropriate.

- | Parents and carers are made aware of all meetings, curriculum developments, activities etc in the newsletter. Letters are read to adults with reading difficulties. Or alternative arrangements are made such as emailing/texting information.
- | Support is given to parents and carers who have difficulties completing forms, either from school, or with regard to benefit support for disabled children.
- | Children with disabilities frequently need additional support at home and within the community. Applications for Disability Benefits require detailed information from school. All such requests are met.
- | Parents and carers may request reports to assist with medical assessments e.g a supporting letter to take to the GP.
- | Children with disabilities have access to all extra curricular clubs.
- | Meetings take place within school with the SENDCO to support children and their parents with difficulties which may be specific to home e.g. difficulties managing behaviour at home. And referrals made when required.

11.) REMOVING BARRIERS

- | All buildings are accessible for adults and pupils
- | Staff training and support from the SENDCO regarding disabilities is ongoing e.g. deaf awareness, Dyslexia, Autism, Downs Syndrome.
- | Support Services and Family SENDCO provided ongoing support and advice for staff and pupils.
- | Targets for pupils with disabilities are reviewed termly.
- | Therapists advise Teachers and TAs to support disabled pupils e.g. Physiotherapist, Speech Therapist.
- | Specialist equipment enables some pupils to access the curriculum e.g. radio aids, standing frames, specialist tricycles, wheelchairs, computers.
- | Children with continence issues have dedicated support staff to cope with changing and an Intimate Care Policy is in place.

- | Additional funding from HLN and AFN is requested to support some pupils with disabilities to access the curriculum.
- | The admissions policy does not discriminate against children with disabilities.
- | The raising of staff awareness with regard to disability issues is ongoing, in order to negate discrimination.

12.) DISABILITY IN THE CURRICULUM, INCLUDING TEACHING AND LEARNING

All pupils access their curriculum entitlement.

Following assessment of a child's specific need, alternative arrangements may be made to support individuals and or groups to achieve their potential (intellectually, socially and emotionally) through:

- | one to one in class support
- | withdrawn one to one support
- | small group support within the classroom
- | withdrawn small group support
- | setting
- | physical programmes

13.) ELIMINATING HARASSMENT AND BULLYING

- | The Python Hill Academy recognises that harassment and bullying takes place within all such institutions. All allegations are investigated thoroughly and appropriate action taken. Any incidents are recorded on CPOMs.
- | The school regularly leads sessions in assembly and class with regard to bullying.
- | In order to raise the profile and positive image of children with disabilities, achievements are celebrated during a weekly assembly.

14.) REASONABLE ADJUSTMENTS

- | Adjustments are made within class through differentiation by outcome and support given.
- | Teaching and pastoral arrangements are flexible and designed to meet specific needs.
- | Specialist equipment is used to support children within the classroom and in PE.
- | Adjustments are made regarding off site and residential visits to ensure that pupils are included. Staff visit venues prior to the visit and adapt accordingly.
- | Additional dedicated adult support is available to enable specific children to be supported in school during breaks and at lunchtime
- | Exercise programmes are provided to support individual needs e.g. Cerebral Palsy
- | Speech and Language programmes provide additional support within school.
- | Time out and quiet work areas are provided for children with Autism.
- | Medication (with parental consent) is given.
- | Seating arrangements within class take into account pupils with hearing and visual impairments.
- | Classrooms are modified, if necessary, if acoustically unsuitable for a child with a hearing aid.
- | Dietary requirements are catered for e.g. food allergies, gluten intolerance,
- | Inhalers/Epi-pens are kept in school for asthmatic children and children with severe allergies and taken on school outings along with Care Plans.
- | Access arrangements remain under constant review.

15.) INFORMATION, PERFORMANCE AND EVIDENCE

Pupil Achievement

Progress is tracked in accordance with school standard tracking procedures and is monitored with regard to the categories of need shown on the Special Educational Needs Register

Learning Opportunities

Learning opportunities are available to all pupils and are delivered following any necessary reasonable adjustment.

Curriculum plans promote the understanding of disability

Admissions, Transitions, Exclusions (including SEMH)

The Admissions Policy is in line with the Local Authority regulations and does not discriminate against pupils with disabilities.

Social Relationships

Employing, promoting and training disabled staff

All interview paperwork is kept to ensure that no discrimination has taken place. Interview questions are the same for each candidate and allocated to panel members prior to the interviews.

Staff training needs are assessed by SLT and allocated according to individual needs, school priorities and funding.

16.) THE BOARD OF TRUSTEES.

Trustees follow their duty with regard to the implementation of the General Duty by

- | Monitoring policies and practices to ensure that disabled pupils are not placed at a disadvantage compared to their non-disabled peers
- | Taking reasonable steps in anticipation of the broad range of needs and requirements, not only of current, but future pupils. Provision needs to be 'anticipatory' not based on waiting until a child with a particular disability seeks admission to the school.
- | Ensuring the maintenance of academic and other standards for pupils with a disability.
- | Taking into account the Health and Safety needs of disabled and other pupils within the school.
- | Reviewing practices and procedures on a continuing basis
- | Ensuring that recruitment and retention of all staff reflects the legislation regards the rights of disabled adults.
- | Maintaining an overview of consultation procedures and outcome

17. 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
Increase access to the curriculum for pupils with a disability	<p>Our academy 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.</p> <p>Staff are trained to meet individual medical needs of children and manual handling</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. implemented through curriculum objectives or PIVATs.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Parent/Carers liaise with staff at any time and termly review meetings are set.</p> <p>Speech and language trained TA delivers intervention</p>	<p>To early identify pupils with SEND.</p> <p>To train staff on the duty under the Equality act 2010</p> <p>To train more TAs to enable them to deliver speech and language intervention</p> <p>To provide specialist equipment to promote participation in learning by all pupils</p>	<p>Revisit graduated response to staff and ensure all staff use the SEND policy</p> <p>Train staff on the legal duty, complete questionnaires of CPD needs</p> <p>Sue Coupe to train up 2x TAs for additional; speech and language intervention</p> <p>Audit current resources and provision needed. Purchase equipment needed (slant boards, overlays etc)</p>	<p>SENCo</p> <p>SENCo</p> <p>Sue Coupe / SENCo</p> <p>SENCo</p>	<p>Oct 23</p> <p>Sept 2023</p> <p>April 2024</p> <p>April 2024</p>	<p>Graduated response early identifies children as class concern.</p> <p>Staff training needs identified and a plan in place to deliver training</p> <p>More children can access speech and language interventions in school.</p> <p>Appropriate resources are in school to support children to access and fully participate in learning.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Accessible reception area • Ramps/slopes • Corridor width • Disabled parking bay in main car park. • Disabled toilets and changing facilities • Emergency exits 	<p>To ensure access to the school office is wheel chair friendly</p>	<p>To have the steps replaced by a ramp into the main building by the reception</p>	<p>Principal</p>	<p>August 2025</p>	<p>The main school office will be accessible for everyone.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal and external signage • Use of communication in print 	<p>To focus on the visual cues in the school environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>To ensure any written information can be accessed by all parents</p> <p>To ensure parents who are unable to attend parents evening/ parents meetings, because of a disability, are supported</p>	<p>Visual timetables Label shared areas using symbols Ensure classrooms use symbols for labeling trays, resources etc</p> <p>Audit parental needs Produce information in alternative formats</p> <p>Staff to hold meetings by phone/Teams, make home visits or send written reports home</p>	<p>SENCo</p> <p>SENCo</p> <p>All staff</p>	<p>Sept 2025</p> <p>Sept 2023</p> <p>Nov 2023</p>	<p>Signs around school help to orientate children and identify individual rooms and spaces</p> <p>All parents can access information that is distributed by the school</p> <p>Parents are fully informed of their children's progress and feel that their opinions are taken in account</p>

1. 4. Monitoring arrangements

This document will be reviewed every **2** years, but may be reviewed and updated more frequently if necessary.
It will be approved by Andy Stirland (Academy Principle), Claire Stirland (SENCO)

2. 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
- Supporting pupils with medical conditions policy