

Reaside Academy Accessibility & Inclusion Plan 2023-2026

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

The Academy's Context and Aims

Reaside Academy is a smaller than average two-form entry junior school, with just over 200 pupils on roll, from Year 3 to Year 6 (ages 7 – 11). It achieved academy status in 2012 under the sponsorship of Education Central Multi Academy Trust (ECMAT), now Greenheart Learning Partnership (GLP). Our school is a forward thinking academy where all learners are nurtured and empowered to achieve their potential. Tolerance, respect, and understanding underpin our values, and we believe very strongly that our children will rise to the high expectations we hold of them, and very often exceed them. Reaside Academy aims to treat all its pupils fairly, which involves providing access and equal opportunities for all pupils without discrimination of any kind. The school supports any available partnerships to develop and implement the plan.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

Accessibility Planning Code: **C** - Curriculum **E** - Environment **I** - Information

Aim	Objective	Actions			Potential Evidence of Success	Date to be completed
		What/how	Who	Resources		
To improve access, progress and participation for children with communication and interaction needs	Further develop social skills group for children with a diagnosis of ASC C, E	Upskill ASC lead TA through direct work with CAT team (co-running a group for a term)	MV	CAT hours (6)	→ Classroom/lesson observations → Pupil feedback – increased engagement and confidence → Parent feedback → Staff confidence/feedback → Books (work planned and outcomes) → Progress on ITPs/Provision maps	Year 1 Term 2/3
	Early identification and intervention for children requiring additional SALT C, I	External SALT 1 x fortnightly Staff member trained in Wellcomm assessment/ intervention delivery to increase capacity of SALT work	SALT, SB	SALT hours Wellcomm		Training complete SALT ongoing
	Raise profile of dual coding across curriculum and within the school environment C, E, I	CPD/Reading on Dual Coding Theory Wider usage of supportive PECS resources (visual timetables, task boards, now/next, signage, etc.), including to support access to curriculum (i.e. within learning)	All classroom facing staff	Imprint/Widgit Staff training to develop use		Year 1 Term 1/2
To improve access, progress and participation for children with physical and sensory needs	Increase confidence of staff delivering/adapting curriculum for children with a physical disability C, E, I	Identify specific needs of children and how learning should be adapted to meet these	JA, Teaching staff of identified chn	School Nurse Team? OT? VI/HI teams ICT – apps to improve access	→ Classroom/lesson observations → Pupil feedback – Increased engagement and confidence → Parent feedback → Staff confidence/feedback	Year 1 Term 1
	Ensure school environment is physically, visually, and auditorily accessible E	Corridors and classrooms are tidy and clear, and resources are at an accessible level/reach for all children Appropriate positioning of children for optimal access to teaching/environment with regards to their lighting/visual needs, and/or hearing ability Large print displays, information, and resources	All staff All classroom facing staff, RL JA	None As needed Printing		Ongoing

	Increase participation of SEND children within physical activities C, E,	Selected children invited to events throughout the year Identify any additional resources to aid physical access	JB, JA JB, JA	PE/SEND budget		Ongoing
To improve access, progress and participation for children with <u>cognition and learning</u> needs	Develop use of manipulatives in supporting children with barriers to learning in mathematics C, E	Staff training on how to plan for and use existing resources Numicon Training	AS JA, AS	Time Existing maths resources Training cost	→ Pupil feedback → Books (work planned and outcomes) → Progress on ITPs/Provision maps → Parent feedback - Increased parental engagement and confidence	Year 1 Term 1
	Improve accessibility to the curriculum by inviting parents to share in the development of maths and literacy with their children. C, I	Parent workshops	JA Subject Leads/ Individual year groups	Time Resources as needed		Ongoing
To improve access, progress and participation for children with <u>social, emotional and mental health</u> needs	Develop the role of the Mental Health lead E, I	Senior Mental Health Lead Training (Beginner)	JA	£500-800 via DfE Approved Provider (BES?) Possible grant in 2024/25?	→ Classroom/lesson observations → Pupil feedback – increased engagement and confidence → Parent feedback → Staff confidence/feedback → Attendance data → Progress on any individual plans (SEMH, SSPP, EHCP)	Year 2 Term 1
	Develop the role of the SEMH lead in supporting: Attendance Emotional Literacy of pupils (in particular those experiencing anxiety and/or anger E, I	Support in undertaking procedures, and implementing initiatives FAST-Track process training ELSA training	RC, JA, MS RC RC, JA?	Time Cost of incentives BCC ELIT online webinar EP run training		Year 1 Date TBC Date TBC
	Implement Dog Mentor initiative to assist children with SEMH needs in attending and taking advantage of all school activities E	Deliver assembly introducing key concepts of Dog Mentor Identify children and develop SEMH plan to include Dog Mentor incentive and/or direct work	JA, RC	Time SEMH plan Cost of any additional resources		Training complete; implement Year 1 Term 1
	Re-embed Forest School into curriculum, to include focused SEMH groups C, E,	Forest School Leader Training Develop curriculum	TL JA, TL	£???? Training cost		Date TBC

	Develop staff skills in supporting children with generalised anxiety and/or emotionally based school avoidance C, E, I	Upskill all staff in basic anxiety awareness and strategies to help reduce anxiety-based attendance issues	All staff	Training provider – EP? or JA (CAT Anxiety training already)		
To improve curriculum accessibility for, and delivery/availability of information to, children with SEND needs	Continue to develop adaptive teaching practice to ensure inclusion across all areas of curriculum C, I	Staff training to identify adaptations based on EEF's 5 a day	JA	None	Staff knowledge Wider staff confidence Pupil Progress/Intervention Data	Ongoing
	Build a SEND team with specialisms covering each area of need C, E, I	CPD in identified areas	RC (SEMH) MV (ASC) TL (Maths/Outdoor) SB (Literacy/ SALT) PW (Reading) MB (EAL)	Training costs Identified equipment/resources TA time		Year 1
	Raise awareness of, and develop understanding of, different needs and diversities for pupils and parents C, E, I	Assemblies and awareness days/weeks Representation of people with SEND included in curriculum/curriculum promise coverage Continued purchasing of books and information relating to range of SEND needs Parent training/talks on different topics	SLT HC, JB, COL SLT JA, RC	Curriculum Promise Jigsaw PSHE English/SEND budget School Nurse Team EP CAT PSS Barnardos etc.		Ongoing Year 1 Term 3

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the TLAC (Trust Local Advisory Committee).

5. Links with other policies

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

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

- SEND policy
- Supporting pupils with medical conditions policy
- Dog Mentor Policy
- Risk assessment policy
- Health and safety policy