

Academy Access Plan Sept 2020-2023: How we intend to improve access progressively over time.



Last updated:	March 2020
Date for Renewal:	March 2023

Fishponds Church of England Academy strives to be a fully inclusive school. Our Vision statement is **Loving to Learn, Learning to Love** and this is underpinned by the Bible Passage 1 Corinthians 13 v 4-7:

Love is patient and kind; love does not envy or boast; it is not arrogant⁵ or rude. It does not insist on its own way; it is not irritable or resentful;⁶ it does not rejoice at wrongdoing, but rejoices with the truth. ⁷Love bears all things, believes all things, hopes all things, endures all things. (1 Corinthians 13 v4 -7 Bible ESV)

We have chosen 12 core values that we feel underpin that passage and we strive to teach and live these values together as a school.



School's Commitment to disability equality

The Equality Act 2010 identifies 'discrimination arising from a disability' and this means that a disabled person has been treated less favourably because of something connected with their disability. 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.

Through making 'reasonable adjustments' we aim to ensure that a disabled individual has the same access to everything that is involved in school life as a non-disabled individual, as far as is reasonable. Our Accessibility Plan 2020-2023 outlines how we intend to make reasonable adjustments to improve access to the curriculum, information and the physical environment.

Our School's Aims

We aim to ensure that every child progresses through Fishponds Academy excited about learning and able to fulfil their potential and are therefore committed to equal opportunities and inclusion. We want our children to develop life skills based upon our 12 core values (**love, patience, truth, hope, justice, forgiveness, courage, generosity, trust, perseverance, kindness & respect**) to enable them to live harmoniously within our diverse and multi-cultural world.

This policy should also be read in conjunction to the school's SEND policy, the schools' Local Offer SEND report, school's Behaviour Policy, DBAT's accessibility policy and DBATs Equalities and Diversity policy.

Access to the curriculum

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
School visits continue to be accessible to all	<p>In terms of Residential trips – parent / carer discussion well in advance of trip to ensure needs of child planned and catered for.</p> <p>Off- site curriculum trips – Risk assessment outlines need for additional capacity or equipment required in order to enable every child to attend with parental agreement.</p>	On-going	<p>UKS2 Phase leader/ Class Teacher SENCO Business Manager</p> <p>Class teacher / Phase lead SENCo</p>	<p>All risk assessments completed – children with disabilities have individualised risk assessments.</p> <p>Reasonable adjustments made to ensure all children access visits.</p>
Ensure PE activities are accessible to all, include activities that do not need physical strength	<p>Advice sought by SENCO in terms of supporting children with additional physical needs for PE.</p> <p>Specialist OT trained TA works across school to support children with additional physical needs.</p>	ongoing	<p>PE subject leader/ Sports Coach. SENCo Class Teachers</p>	PE curriculum adapted to meet the needs of ALL children.
All children differentiated for across curriculum.	<p>Purchase and effective use of 'Communicate in Print' licence for all class teachers/ TAs to adapt visual resources for children with Speech and language needs / EAL needs.</p> <p>Suite of laptops specifically designed for use with SEND children.</p>	Sept 19 onwards	<p>SENCO SLT Class teachers TAs</p>	All children are able to successfully access the curriculum.

	Calm boxes are present within each class to support children who may have issues with focus /SEMH needs. Plans in place to provide movement breaks for children who need them.			
The Behaviour Policy supports all children to learn at school.	Review of the Behaviour Policy in line with Pivotal training.	Sept 20 onwards.	Behaviour and Inclusion Lead	All children are able to successfully access the curriculum.

Access to Information

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
Develop use of visual resources to ensure that all children are supported to learn.	Ensure all classes use a visual timetable All teachers to use Communicate in Print as supportive resource for children with Speech and lang issues.	Sept 20 onwards.	Class Teachers TAs Phase leaders to oversee that this is taking place within phases.	Visuals used by all staff
Improve how information is relayed to parent /carers.	Summary strap line used in all letters / emails going home to support parent /carers with EAL / limited literacy skills to understand quickly the topic of communication. All important documentation is available on school website.	July 20	Principal SLT SENCo School office	School website up to date and easy to navigate. Parent / carers survey indicates that use of summary line in communication is helpful.

Access to the physical environment

Aim	Strategies/ actions	Timescale	Responsibility	Success Criteria
<p>School is aware of the access needs of children / staff and parents / carers</p>	<p>Include questions in the confidential pupil information about parents/carers needs and ensure they are met</p> <p>Physical environment safety checks carried out.</p>	<p>Ongoing in child induction pack.</p> <p>Ongoing</p>	<p>Administrative staff SENCo</p> <p>Academy Business Manager and caretaker</p>	<p>All disabled parent/carers and visitors will be able to access the school safely.</p>
<p>Ensure that children with disabilities are effectively catered for and school building is accessible to all staff, children and parents regardless of needs.</p>	<p>Changing facilities developed for children unable to independently toilet themselves.</p> <p>Classrooms moved in order to accommodate children with physical disabilities. E.g. Y5 class moved downstairs.</p> <p>Use of lift where – regularly maintained. Use of disabled toilet area</p> <p>Clearly marked disabled spaces in carpark.</p> <p>Buttons to enter and exit are at appropriate height for wheelchair users.</p> <p>School purchase of EVAC chair for emergency use for children unable to exit building independently in an emergency.</p>	<p>Sept 19 and ongoing.</p>	<p>SENCO / Business Manager</p>	<p>Children with complex SEND needs can be accommodated.</p> <p>Children/ staff/ parent /carers with disabilities able to access classroom without need to use stairs.</p>

<p>Calming spaces for children with social emotional well established in school.</p>	<p>Creation of The Zone (space for movement breaks, calming and SEMH support.</p> <p>Regulation space installed upstairs for KS2 children.</p>	<p>Sept 19</p>	<p>Academy Business Manager</p> <p>Reading team</p>	<p>Children with social emotional mental health issues able to calm/ re focus quickly and rejoin class.</p>
<p>Ensure outside environment is suitable access for all Physical Education and recreation opportunities</p>	<p>Slopes enable access from building to outside space. Regular checks to ensure clear and in good state of repair.</p>	<p>Ongoing</p>	<p>Principal</p> <p>Academy Business Manager</p> <p>caretaker</p>	<p>Outside space accessible to all.</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>Specially fitted chairs for staff who need them.</p> <p>Specific training in word processing skills through Touch Type Programme.</p> <p>Coloured overlays for pupils with visual difficulty.</p> <p>Specialist equipment as listed In place & ongoing</p> <p>Increased access to the Curriculum Needs of all learners met.</p> <p>Range of specialist equipment and resources in place for pupils with physical needs.</p> <p>Advice from OT embedded in inclusive classroom practice.</p> <p>Specially shaped pencils and pens for pupils with grip difficulty.</p> <p>Writing slopes , pencil grips</p>	<p>Ongoing based on OT advice where appropriate</p>	<p>Senco</p> <p>Classteacher</p> <p>TAs</p>	<p>Children with physical needs have the correct equipment to enable them to access school.</p>