



The Crest Academy E-ACT Academy Accessibility Plan

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Date of Ratification by Regional Director:	Matt Watling January 2021
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Vision and Values

Through partnerships with local communities, The Crest E-ACT Academy will strive to create a happy, safe, inclusive and challenging

learning environment that develops independent, healthy and confident learners. We will ensure that all our learners aspire to the highest of standards, are socially aware and make a positive contribution to the wider world. In order to enjoy and access a balanced, rigorous and inclusive curriculum through which students learn effectively, the staff and Trust aim to work with the wider school community partners to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- To treat all students fairly and supporting both their academic progression and holistic wellbeing
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils

Definition of disability:

Under the Equality Act 2010 schools should have an Accessibility Plan. 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
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities.

Purpose of the Plan

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the academy community for all pupils, current and prospective alongside any adult users with a disability

This plan sets out proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information provided about differing educational needs and disabilities and ensuring this is readily available to all students

Monitoring arrangements:

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

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

- Special educational needs and learning policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Increasing the extent to which disabled pupils can participate in the academy's curriculum

Increasing access for disabled pupils to the academy curriculum and improving teaching and learning lies at the heart of the academy's work and ethos. Through self- review and Continuous Professional Development (CPD), 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 academy that all children are enabled to participate fully in the broader life of the academy. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities, whole school interventions and educational visits.

Target	Strategy	Outcome	Time scale	Responsibility
<p>Increase the confidence of all staff in supporting a range of needs across the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	<p>Regular weekly CPD for all class teachers and support staff including how to support our students with SEND to ensure their needs are met and progress is made in line with their starting points.</p> <p>Weekly SEND strategy for all staff</p> <p>CPD by on assessment, target setting and planning for a scaffolded curriculum. Effective collaboration between class teachers, support staff and SEND champions to ensure resources are needs specific and individualised.</p> <p>All staff to receive QFT handbook including Ensuring Achievement Document to meet the needs of spotlight students</p>	<p>All teachers and support staff are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum and supporting their holistic wellbeing.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks.</p> <p>The needs of spotlight students are being met and are supported in accessing the curriculum.</p> <p>SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading plus social skills).</p>	<p>Spring 1 and Ongoing</p>	<p>SENDCo, Inclusion Team SEND Champions across faculties. Teaching and Learning Team</p>

To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures.	Utilise more nuanced toolkits such as the Autism Education Trust progression framework to monitor SEND progress of high needs pupils in the mainstream school.	Regular assessments in place to monitor the progress children are making and used to identify appropriate targeted intervention and support the review of specific targets and allocated provision.	July 2021	Head teacher, SENDCo, SEND Champions and Inclusion Team.

Ensure classroom teachers and support staff have specific training on different disabilities/areas of need and current barriers to participation.	Teachers and Support Staff to access appropriate CPD for example, precision teaching, people moving and handling, Social Stories, 5 Point scale and Zones of regulation. Opportunities to work with outside agencies such as BOAT, BVIS and BHIS on how best to support children in their care.	Support staff are able to best meet the needs of children in their care. Support staff will receive relevant CPD/coaching opportunities provided by outside agencies on delivering effective intervention.	Ongoing	SENDCo SEND Champions
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<p>Ater lockdown, all educational visits to be accessible to all.</p>	<p>Sharing guidance for staff on making trips accessible.</p> <p>Share care plans with staff for individual children.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Risk assessments take into account medical needs and disabilities and the appropriate provision is put in place.</p>	<p>Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities.</p> <p>All pupils able to take part in a range of activities.</p>	<p>Ongoing</p>	<p>Trip coordinator SENDCo.</p> <p>All staff involved in planning trips and supporting children on them.</p>
<p>Ater lockdown, to ensure PE is accessible to all and extra-curricular activities.</p>	<p>Inclusion sports team to participate in sporting activities.</p> <p>Staff to be aware of children's specific level of need, with care plans shared with the relevant staff members.</p>	<p>All children will be able to participate in sports and extracurricular activities with reasonable adjustments.</p>	<p>Ongoing</p>	<p>All staff SENDCo Performance SEND Champions</p>

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Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Crest E-ACT Academy is situated in a modern, multi-purpose building with five storeys, 4 blocks, an on-site sports facility and a front and rear entrance. The ground, first and second floor are fully accessible via ramps. All other floors and blocks are accessible by lift, with disabled students having access to all with personal lift passes. There are disabled toilet facilities on each floor and a treatment area with hoist and intimate care facilities on ground floor in A block.

The academy has taken account of the needs of pupils and other users with physical difficulties and sensory impairments with low arousal lighting and muted colour schemes. The sensory room will also be fitted with more light systems to ensure there is support for students who are both hypo and hypersensitive.

Target	Strategy	Outcome	Time scale	Responsibility
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<p>Ensure all disabled pupils can be safely evacuated.</p>	<p>Personal Emergency Evacuation Plan (PEEPs) are in place and updated regularly for all pupils with medical, physical and/or sensory needs.</p> <p>Fire Marshals to receive updated training on how to evacuate all</p>	<p>All staff are clear on evacuation procedures for pupils.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Site Manager/Head teacher / SENDCo Learning Support Staff</p>
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	<p>persons, including disabled people safely and a plan to be updated.</p> <p>Fire drills to ensure speedy evacuations and identify any issues.</p>	<p>Clear understanding of the individual needs to safely evacuate all people.</p> <p>Any issues to be addressed immediately and plans amended appropriately.</p> <p>All persons with disabilities able to access and evacuate areas of the buildings.</p>	<p>Termly/ Annually</p> <p>Ongoing</p>	
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<p>To ensure the accessibility of all disabled persons.</p>	<p>All corridors, entrances to be kept clear of obstructions.</p> <p>Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays. Adjustable furniture and additional resources are provided to students where necessary.</p>	<p>Pupils and people with disabilities to be able to move around the academy safely.</p> <p>Improved access to learning environments for all pupils.</p>	<p>Ongoing</p>	<p>All staff Site manager</p>
<p>To identify any further maintenance on site that may impact on persons with a disability.</p>	<p>Site manager to conduct a detailed audit of the building and a maintenance plan to be written with clear details of future updates.</p>	<p>Ensure all improvements and maintenance supports pupils and people with disabilities to access the site.</p>	<p>Ongoing</p>	<p>Site manager / regional site and health and safety team.</p>

Improving the delivery of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Outcome	Time scale	Responsibility
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<p>Review information sent to parents/carers and a child to ensure it is accessible.</p>	<p>Provide information and letters in clear print and different formats where necessary e.g., different languages, enlarged font or braille.</p> <p>Academy office staff will support and help parents to access information and complete academy forms.</p> <p>To use social media and the school website as platforms to communicate more effectively.</p>	<p>All parents will be able to access information and will be kept informed of relevant news and means of contacting key staff where appropriate.</p>	<p>Ongoing</p>	<p>Teachers Support staff Office Staff IT</p>
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<p>For all information to be accessible for children with SEND needs.</p>	<p>Clear font, language and colours to be used and adapted for children with varying SEND needs (E.g., large font for children with VI and coloured overlays for children with dyslexia.)</p> <p>All learning templates to be pale blue from January 2021</p> <p>For information to be differentiated for children with learning needs or speech and language needs.</p>	<p>Children with dyslexia and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them.</p>	<p>Ongoing</p>	<p>All staff Curriculum Leaders SENDCo</p>
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