

Academy Annual Assessment of Impact of Actions

Accessibility Plan

2017-2020

Accessibility policy and Accessibility Plan

Mersey Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the academy community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in academy life. The academy is active in promoting positive attitudes to disabled people in the academy and in planning to increase access to education for all disabled pupils. As part of the academy continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The purpose of the Plan

The purpose of this plan is to show how Mersey Academy intends, over time, to increase the accessibility of our academy for disabled pupils. Under the Equality Act 2010 academies should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the academy's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Mersey Primary Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academy.
3. The Mersey Primary Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to
Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and academy events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole academy training will recognise the need to continue raising awareness of equality

issues for staff and governors to comply fully with the Equality Act 2010. Version 1.0

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5. This Accessibility Plan should be read in conjunction with the following academy policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the academy website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

January 2017 Version 1.0

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| Aim 1 To increase the extent to which disabled pupils can participate in the academy curriculum. | | | | | |
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| Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for pupils, and prospective pupils, with a disability. | | | | | |
| | Targets | Strategies | Outcome | Time Frame | Goals Achieved |
| Short Term | To provide learning experiences and assessment methods which are appropriately differentiated/modifi ed to allow all children to access the curriculum | Differentiated/modifi ed experiences/recordi ng methods, assessments methods and homework Use of BSquared for assessing some children Performance Management observations and drop in sessions by HOA /SLT/Inclusion Managers Phase Monitoring and reviews Inclusion Managers/SENCO ensure all children are included in all areas of academy life | All children to access learning experiences and demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities | Continued monitoring (assess/plan/ do/review) Class teachers Senco SLT | Planning throughout year groups show differentiation and includes whole academy strategies. Assessment and tracking methods throughout academy are robust and reliable and data analysed to plan next steps BSquared has been introduced to track progress of those children for whom the National Curriculum age related expectations are inappropriate Children with complex needs and disabilities are well catered for. 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Short Term | To continue to provide high quality opportunities and support for children with SEN/disabilities | Ensure continuity of provision Small group support is provided for individuals identified by CT's and TA's and assessed and reviewed 1/2 termly Provision includes "off target" children Children with a /complex needs/disability/FS M/LAC/gender etc. are tracked as discrete group(s) | Children are identified early and necessary action is taken to move learning forward Group work is relevant and appropriate to children's needs Groups are monitored and reviewed regularly to ensure progress Focus for group work is discussed by Inclusion Managers/SENCOs , Phase Leaders and LSAs to ensure it is relevant and appropriate | Ongoing assessment, monitoring and review | Small group support takes into account children's needs and progress and do not remain static throughout the year. Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly Children/families/parents/ carers/ well supported Team working and information sharing enables academy to fully support children , families etc 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |

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| Short Term | Establish close links/liase with parents | Collaboration and information sharing between academy and families | More effective, direct discussions around key individual children within academies can take place | | 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Short Term | To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues | Collaboration /working between all key personnel | Clear collaborative working approach | | 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Med Term | | Academy's web-site contains details of academy /local offer detailing provision and support for children with SEND | Parents/families able to identify academies with necessary or appropriate provision for children | Achieved with regular updates | Children/families able to see resources within academy. More choice available for parents when selecting a academy 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Med Term | To review all statutory policies to ensure that they reflect inclusive practice and procedure | Compliance with the Equality Act 2010 | All policies clearly reflect inclusive practice and procedure | | All relevant information accessible to families/parents/carers and wider community 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Med Term | Ensure equal access to ICT for all children | Ipads accessible in all classrooms incorporating a wide range of programmes which take account of a range of abilities and learning needs Ongoing review of software ensures programmes remain up to date and relevant to children | Learning more interactive/motivating for all children and particularly those with additional needs | Achieved Continue to monitor /review | All children have access to ICT as an additional tool for learning 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Med Term | To ensure ongoing professional development for all staff resulting in high quality provision for children | Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/d elivering high quality small group support etc. E.g. Specific TA training course/conference delivered by LA | All staff continue to receive high quality training and continued professional development opportunities. All staff competent and confident in teaching and supporting children with additional needs | on-going and reviewed/ monitored regularly | CPD opportunities on-going Good provision for children whose learning / behaviour falls outside what is expected. 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | To evaluate and review the above short and long term targets annually | See above | | Annually | All children making good progress 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | To deliver findings/report on SEND status to the Governing Body | Regular reporting to Governors | | Annually Termly SEN Governor / SENCO | Governors fully informed about SEND provision and progress 2016/17, Spring, Summer |

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| | | | | meetings | 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | Academy to continue to develop pro-active approaches to take account of needs of individuals and family circumstances. Provide high quality, targeted support for children and families | Continued development and review of provision as a positive approach to tackling some children's complex needs | Designated staff and Learning Mentor supporting to work together to provide support for identified children | | Learning Mentor groups set up with continuing development and support for children who experience difficulties in mainstream classes and at playtimes. Lessens the amount/occasions of difficult or unpredictable behaviour in the mainstream classes 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | To continue offer and develop breakfast club. | Demonstrates that the academy is committed to excellent provision for children | Academy is able to offer a number of options for young children's care and education within a flexible programme e.g. different times/slots, breakfast club, after academy club. | Achieved with ongoing review and monitoring Ongoing as need arises | Extended and flexible service in place. Parents offered wider choice in education and care of their children Strengthened links between parents and academy Service continues to be developed in order to provide highest quality care 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Aim 2 To improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services. | | | | | |
| Short Term | Ensure that emergency evacuation procedures are effective for all children | Ensure nominated persons are known to all staff during evacuation procedures for all children with significant needs | All children/staff are protected by alarm and evacuation procedures | Monitored regularly | Achieved (monitored and reviewed regularly) 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Short Term | Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas. | Ongoing | Monitored regularly | Lively and inviting environment maintained. 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Short Term | Ensure all with a disability are able to be involved. | Review access for individual disabled children as part of Personal Provision Plan process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the academy and meetings etc. | Enabling needs to be met where possible. | Monitored regularly | All children parents/carers and visitors to the academy can access appropriately 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Short Term | To ensure that the medical needs of all pupils are met fully within the capability of the academy. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan. | Health and safety requirements are met. All staff fully aware of children in academy with medical needs | Immediately and with regular review/update | Individual Healthcare plans in place and reviewed regularly. Children with medical needs are well managed in academy 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |

...*Changing lives*

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| Short Term | Ensure disabled parents have every opportunity to be involved | Utilise disabled parking spaces for disabled parents/carers to drop off & collect children Offer a meeting time to explain letters home for some parents who need this Ensure academy continues to adopt a proactive approach to identifying the access requirements of disabled parents | Needs of all visitors/parents/carers are taken into account | With immediate effect and to be reviewed regularly | Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Med Term | To ensure signage in and around academy is accessible to all members of academy community | Building Access audit reviewed/updated regularly Signs in and around academy renewed when/as necessary | Key actions and costings identified by governing body | Ongoing | Academy fully accessible to all 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Med Term | To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities | Continue to develop external environment to include outdoor continuous provision, playground, equipment and resources Provide areas where children can 'be quiet' or restful if needed. | Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the academy Good quality resources purchased to enhance children's physical development during playtime and lunchtime Key children able to access (Nurture) support | | A valuable, additional teaching area/resource available for all A quiet place for children to access when needed Children have a choice of area to access according to their need. Inclusive child-friendly play areas Children with additional needs are supported at times when they feel most vulnerable. Less incidences of some negative behaviours 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | Improve physical environment of academy | Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more | Needs of all are taken into account when planning changes to physical environment | Ongoing | Enabling needs to be met where possible. 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |

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| | | accessible facilities and fittings. | | | |
| Long Term | To ensure driveway, roads, paths around academy are as safe as possible. | Communication with parents via safety messages /letters/walk to academy week. Bikeability for children, Road safety awareness sessions for Infant children | Health and safety given high priority | Ongoing | No accidents 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | To maintain accreditation of Healthy Academies awards | Continued to work /review Healthy Academies targets | Raised awareness of managing and maintaining healthy lifestyle Children aware of wider issues relating to ecology | Ongoing | Achievements of awards 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Aim 3: To improve the delivery of information to disabled pupils and parents. | | | | | |
| | Continue to identify children/members of the wider academy community with disabilities under the terms of the Disability Discrimination Act and scheme to ensure all can access the curriculum and physical environment | Use of admission form to encourage parents to disclose this info Opportunities at induction meetings for parents new to academy to arrange appt with Inc. Managers/SENCO or home visits to further discuss their child. Continue with academy's informal 'open door' policy as a means of addressing minor problems immediately Work with Parents/ Occupational Therapists/Physiotherapists re. key children to ensure any with identified difficulties in this area | Children/adults with disabilities identified Possible barriers to access removed | In place and monitored | Any members of the academy community with a disability are identified Progress of children with disabilities tracked as a discrete group Parents able to have any potential problems addressed a.s.a.p Full access to all areas of the curriculum and physical environment 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| | Continue to monitor access to meetings for parents/carers with SEND Improve physical access to meetings for parents/visitors with disabilities | Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the academy's ongoing work with parents | Parents/carers have a more clear understanding of the meeting Parents included and supported in understanding curriculum developments /new initiatives. Practical ideas and activities demonstrated Parents/visitors able to physically access academy. Any known | Immediate and with ongoing review | Removing a possible barrier for those parents with SEND Practical, creative workshops a key feature in working with parents Removing possible barriers for those 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |

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| | | Academy continue to adopt a pro - active approach and where possible identify any possible problems beforehand | barriers to access are removed or adjustments made. | | |
| | To ensure good quality information sharing between home and academy | Offer home visits to parents of children new to the academy if they so wish. Continue open door policy for parents to have opportunities to receive reports/information at face to face sessions e.g. parents meetings Use of academy web site providing key information relating to all aspects of academy Text messaging service for parents in place | Regular meetings take place to enable parents to discuss their child's progress with CT Parents able to discuss their child's needs further with Inclusion Manager/Senior Leaders if needed Home and academy are aware of issues which may impact on children's learning | Continue to assess , review and update | Admission forms contain section on disability Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date Academy web site to include relevant information to parents which they can access at home 2016/17 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Short Term | To ensure written information is accessible to all members of academy community | Ensure information provided for parents is 'jargon free' 'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems | All members of academy community are fully informed Some problems can be solved early and relatively simply with this informal approach | Achieved and monitored/ reviewed regularly | Good systems of information sharing between home and academy fully established 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| MedT erm | To continue to develop parent and pupil support systems | Continue to develop the role of the Learning Mentor /EWB Team in supporting individuals and families | Vulnerable children and families identified A more proactive approach established | Ongoing with monitoring and regular review | Learning Mentor/EWB Team working across the academy in supportive role. Parents/children know who this is and how to access. Parents/pupils have good support mechanisms in academy Vulnerable children and their families have a supportive network of professionals working with them 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| MedT erm | Assess the impact of current policies and practice in academy in relation to SEND | To continue meetings with staff, TAs, other agencies to discuss inclusion and disability related issues Feedback to HOA/SMT and Governing body | Policies and procedures in academy are updated taking account of any inclusion or disability issues raised. The impact of policies and procedures in academy are discussed and take into account the views of disabled members of the academy community and | Sep 2017 with regular review | Inclusion /disability/ equality continue to be given high priority in academy 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |

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| MedTerm | To review children's records ensuring academy's awareness of any disabilities | Information collected about new children. Records passed up to each class teacher. End of year class teacher transition meetings Annual reviews Pupil Profile meetings between SENCO/Class teachers Medical forms updated annually for all children Individual health care plans Significant health problems i.e allergies – children's photos displayed on staffroom notice board / dining rooms/main offices/info kept in separate file in staffroom/Class SEN registers/file contain key info updates as necessary | parents of children with disabilities Key records containing important info kept up to date and circulated as necessary | Ongoing | Each teacher/staff member aware of disabilities/medical needs of children in their classes Cooks/lunchtime supervisors aware of food allergies 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | In academy record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected | Record keeping system to be reviewed regularly. | Continual review and improvement | Ongoing | Effective communication of information about disabilities throughout academy. 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |
| Long Term | To ensure good quality information sharing between home and academy | All new starters to nursery/academy are invited to attend induction meetings/workshops. All parents of children starting Nursery are offered a home visit prior to starting academy Series of informative workshops presented throughout academy (e.g. reading, maths) aimed at children and their parents. | Good home/academy information sharing and better developed relationships Better targeted learning experiences for children involved Children and parents working together in academy Parents fully aware of opportunities for discussion re. their child Info readily available in accessible formats | on-going Achieved, continue to monitor/ review Achieved continue to monitor/ review As above | Meetings set up and developed Smaller groupings developed/more personal approach Text messaging service established and reviewed regularly Sessions/Meetings set up and continue to be developed Parents confident in raising concerns if necessary Parents fully informed on all aspects of academy life 2016/17, Spring, Summer 2017/18 Autumn, Spring, Summer 2018/19 Autumn, Spring, Summer 2019/20 Autumn, Spring, Summer |

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| | | <p>Academy Nurse drop in sessions , EYFS Stay and Play, Parent/teacher meetings, 'meet the teacher, Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers, then to Inclusion Managers/SENCO/ Members of SMT, Deputy/HOA Academy website contains key information for parents about curriculum, newsletters, key events etc</p> | | | |
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