



Poppyfield Primary Academy

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Accessibility Plan 2019 – 2022

Schools have a duty under the Equality Act 2010 to carry out accessibility planning for disabled pupils. This is aimed at increasing the extent to which disabled pupils can participate in the curriculum, improving the physical environment of school to enable disabled pupils to take better advantage of education, facilities and services provided and to improve the availability of accessible information to disabled pupils.

At our school we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs from their unique starting points. We offer a broad and balanced curriculum and have high expectations for all pupils. The achievements, attitudes and wellbeing of all our children matter.

Purpose of Plan

This plan shows how Poppyfield Academy, intends, over time to increase the accessibility of our school for all disabled pupils, staff, parents, carers and visitors.

Definition of Disability

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

Increasing the extent to which disabled pupils can participate in the school curriculum.

The curriculum covers teaching and learning and wider provision embracing after school clubs and school trips.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Ensure all staff have specific training on disability issues	Provide appropriate CPD related to SEND areas i.e. ASD, ADHD, sensory impairments, physical disabilities and long term health conditions.	Summer term 2019 and ongoing	SENDcO	To develop staff knowledge of specific disabilities therefore raising staff confidence
All staff to be aware of the needs of pupils	To ensure all staff are aware of pupil needs	Autumn term 2019 and ongoing	SENDcO	To ensure all members of staff are aware of any

with SEND or other medical conditions.	and/or medical conditions by providing specific plans.			pupil with a SEND or medical condition and are aware of how to support them.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may need additional support for pupils.	SLT to termly review pupil data and ensure, that pupils receive the extra support they require	Autumn term 2019 and ongoing	SENDcO and SLT	Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.
To purchase specific resources to support individual pupil's access to the curriculum.	Purchase items as required according to advice from specialist services and pupil need	Ongoing	SENDcO and SLT	Evidence the use of this equipment and track its impact upon pupil progress.
To promote positive attitudes to disability. Training for awareness of disability issues.	Involve local disability groups in assemblies and visits to school. Provide training for governors, pupils, parents and staff.	Autumn 2019 and ongoing	SLT	To show positive attitudes to disability. To be aware that not everyone is the same. That society will benefit by a more inclusive school and social environment.

Improving the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided.

This strand covers improvements to the physical environment of the school and physical aids to access education.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure that the platform lift is compliant to manufacturer's warranty and is accessible wheelchair users.	Comply with DDA regulations (1995) Serviced according to warranty	Autumn 2019 and ongoing	Headteacher and HUB site manager	Building is accessible to wheelchair users at all times.
To ensure that training in the use of evacuation	Compliant with fire risk assessments.	Ongoing	Headteacher and HUB site manager	Staff are trained in the correct use of the evacuation

chair is compliant and maintained (12 monthly)				chair to enable full exit from the building.
To maintain the fully compliant, DDA regulated, disabled toilets.	Compliant with full DDA regulations and M PACK.	Ongoing	Headteacher and HUB site manager	Access for all users.

Improving the availability of accessible information to those with disabilities.

This part of the duty covers planning to make written information normally provided by our school to its pupils – such as handouts, timetables, letters, newsletters accessible to all those with a disability.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Availability of written material in alternative formats.	School to be aware of services available for converting written information into alternative formats. Verbally share information with parents who are unable to access a written format.	Ongoing	School Office Website design Team Head Teacher Local Authority	All parents to receive information in a form that they can access. Delivery of information to disabled pupils improved.
Assess, Plan, Do, Review Meetings to be held in accessible formats.	Where required the following can be offered: Use of a scribe, a reader, change in location of meeting, paperwork adapted.	Ongoing	SENDcO	Feedback from parents and pupils on the accessibility of meetings will be sought Exploring: Are they easy to understand and, consequently, user friendly?