

Accessibility Plan 2016-2019

Ark Atwood Primary Academy



SETTING INFORMATION

Vision and Values

Ark Atwood Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Ark Atwood Academy aims to provide a rigorous and transformational education that prepares students for success at university and beyond.

Describe the Diverse Needs of the Community

Ark Atwood Primary Academy admitted its first two reception classes (60 pupils) in September 2011. It is a mixed, non-denominational; two form entry primary school for local children in north Westminster. It offers a great education in a friendly neighbourhood school with the highest possible aspirations for its pupils. We place great emphasis of teaching our pupils social norms and nurturing a sense of community belonging. A clearly defined set of values, shared by all stakeholders, permeates all aspects of our work. The school moved into our new buildings in September 2014.

The academy is run by Ark, an educational charity which runs a network of academies in London, Birmingham, Portsmouth and Hastings. Ark academies are happy, well-run schools characterised by high ambitions, high achievement and exemplary behaviour.

General context

Pupils on Roll	442
Boys	239
Girls	203
Pupils eligible for Pupil Premium	22.4%
National average	26.6%
IDACI Score	0.67 (Rank 311)
Pupils with EAL	28.28%
National average	19.5%
Pupils with SEND	13.3%
EHCP	1.3%
SEND Support	7.47%

Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

Views of Parents

Parental views are formally solicited at termly meetings called Parents Forum. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff are able to speak community languages.

Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and student council feedback. The school council feeds back the pupil voice from class circle times each week.

Who contributed to this Plan?

The school leadership team, Dominic Smith (Headteacher), and the Assistant headteachers: Jo Rees, Stephanie Lester and Laura Thomson.

(Dominic Smith left the academy in December 2018; Stephanie Lester and Jo Rees left in July 2019)

PURPOSE

Ark Atwood Academy is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co – ordination
- Mobility
- Continence
- Ability to lift, carry or move everyday objects
- Speech, Hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

All pupils should be able to take part in the day to day life our the school and benefit from the learning experiences we provide.

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this they are in breach of the Equality Act). This covers 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 aids and equipment, which may assist these pupils in accessing the curriculum and the school day. For example Atwood has an electronic changing table on level one to support children to access the changing table safely. Certain Staff have also been trained in Special Yoga to support access of children with medical and learning needs in these classes.
- 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 school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plans is attached in section 5 which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Staff Professional Development Policy
- Behaviour Management Policy

- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for Ark Atwood Academy can be found in the SEN Register.

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark Atwood Academy to its students and staff.

The main priorities in Ark Atwood's plan are as follows:

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

Ark Atwood Academy will endeavor to provide suitable access to a range of curriculum opportunities.

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- Where necessary, guidance and support will be given by the SENCO
- Ark Atwood Academy have several Teaching assistants who are deployed by the schools SENCO to ensure the needs of students with a statement or Education, Health and Care Plan are being met.
- Ark Atwood Academy to facilitate services from a range of agencies for all pupils and their families.

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

- Ark Atwood Academy has one lift to ensure access for all pupils. The staffroom is on the ground floor to allow accessible for any staff with mobility needs or hidden disabilities.
- Excellent access to the main building with automatic front doors
- There is a meeting room and toilets within easy reach of the reception so we can easily accommodate wheel chair users and visitors with reduced mobility.
- Sport facilities that are located on the ground and first floor are accessible by a lifts. All buildings enable access for wheelchair users.
- A lift is provided to access classrooms on the first and second floor for any students and school personnel with mobility needs.
- Ark Atwood Academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help. There is an electronic changing table to support afer access to the table on level 1.

PROCESS

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

SUMMARY

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for both individuals and groups
- Provide an atmosphere where all staff and pupils feel safe and valued
- We will achieve this by promoting understanding of disability and work to show positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasizes the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning experiences which promote similar development of knowledge and understanding

Improving Physical Access

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By Leadership and SLT focus group

Improving Curriculum Access

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	By DOF SENCo GRC meets each half term

Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for students An annual audit of the ICT needs of pupils with disabilities	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	By DOF SENCo
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.	Provide training and awareness raising sessions in staff meetings and assemblies for staff and students	Ark Atwood will continue to be a fully inclusive school	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	SENCo
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of student Individual Support Plans – ILPs and GRC's. Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	On-Going	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets	SENCO and class teams GRC's
All out of school activities are planned to ensure the participation of SEND pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all SEND pupils	School teams Key Stage Leads

To liaise with
Local primary
schools and
SENAR to
review potential
intake each
September

To identify
pupils who may
need additional
to or different
from provision
for each
September
intake

The school
will be able to
put appropriate
provision in
place

Spring
term

Procedures/equi
pment/
Ideas set in
place by
September
2017

SLT
SENCo