



## Accessibility Plan

The Poppy Academy Trust is committed to improving the life chances of all our children. We will nurture a passion for learning to enable them to thrive in an ever-changing world.

We have shared values across the Trust which we teach explicitly and throughout the curriculum to the children. At our Church school, these values are rooted in our Christian ethos and distinctive Christian character.

This is reflected in all our relationships between staff, children, parents, governors and the local community. It is reflected in how we teach, what and how our pupils learn within and beyond the classroom.

Accessibility Plan	
Written by:	Sarah Cavalier
Date:	03.06.24
Approved by:	Trust Board
Date:	10.09.24
Review frequency:	Every 3 years
Target Audience:	All stakeholders

Our Local Governing Bodies are dedicated to the promotion of high standards of educational achievement. We are committed to eliminating discrimination, advancing equality of opportunity and fostering good relations between different groups. These factors were considered in the formation and review of this policy and will be adhered to in its implementation and application across the whole school community.

### Definition of Disability

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.

### Legal Context

Under the Equality Act 2010 all schools must have an Accessibility Plan. The effect of the laws mean that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'. This plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils.

### Aims

The aims of the plan are:

- To increase access to the curriculum for children with disabilities
- To improve the delivery of information to children and all stakeholders with a disability
- To improve access to the physical environment of the school

### School Access Action Plan 2023-2025

#### Access to the curriculum

Target	Strategies	Timescale	Responsibility	Outcome
To continue to build on staff confidence when planning for children with complex SEND.	Staff Training Monitor planning Reviews and discussion during pupil progress. Discussions during Assess, Plan, Do, Review Meetings.	On-going	SENCo/ Inclusion Leader	Raise confidence of staff in supporting children across the curriculum. All staff to feel confident in planning for all children as part of 'Quality First Teaching' and for one to one adults working with those with exceptional needs. Evidence of "Reasonable Adjustments" and differentiation in place.
Develop the confidence of staff delivering interventions.	Staff Training	On-going	SENCo/ Inclusion Leader	Training for specific needs when required. For example: English as Additional Language (EAL) training, Zones of Regulation and other specific training. Planning and work scrutiny.

To ensure that the curriculum caters for different genders, disabilities and cultures	Review books in library and classroom Review foundation curriculum subjects	On-going	SENCo and subject leaders	Books aimed at different genders and cultures are available in school. Topics aimed at different genders/cultures/ disabilities evident in the curriculum. Wider curriculum reflects diversity of school community.
Support the children who are new to English.	Use of adults who speak the language to support the children.	On-going	SENCo/ Inclusion Leader	Children who are new to English have access to support from an adult within the school who speaks their first language, where possible.

#### Access to the Physical Environment

Target	Strategies	Timescale	Responsibility	Outcome
To be aware of the access needs of children with disabilities, staff, governors and parents/ carers.	Create access plans for individual children with disabilities as part of the SEND (Special Educational Needs and Disabilities) process. Ensure staff and governors can access areas of school. Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired. Ensure all fire exits are clear.	On-going	SENCo/ Caretaker	SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitor to ensure any new needs that arise are met. Parents have full access to all areas of school and inform the school if they are not able to. The school to make reasonable adjustments. PEEPs are prepared and reviewed as individual needs changes. All fire exits are accessible and clear of obstacles.

Car park access for disabled driver	Investigate a change of buzzer for a driver to be able to access the buzzer without getting out of their car.	Spring 2025	Executive Head	For any person with accessibility needs to be able to access the main school.
Accessibility around the school both inside and outside areas.	Review all internal and external access. Actions to be identified and ensure working towards.	Autumn 2024	Caretaker and SLT	Staff, children and visitors have access to the main building and outside space which caters for mobility issues / wheelchairs. All access to the school is step-free. A ramp is available to access areas where there are steps.

#### Access to Information

Target	Strategies	Timescale	Responsibility	Outcome
Key information translated for parents/carers	Translators or school staff where applicable to help support the sharing of information. Ensure languages are available on website.	On-going	SENCo and SLT	Parents to be able to access information in their first language