

Accessibility plan

Forest Gate Academy



THE DEAN TRUST
Forest Gate Academy

Approved by:		Date:
Last reviewed on:	9/9/23	
Next review due by:	September 2024	

Forest Gate Academy Accessibility Policy and Plan.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

2. Vision and Values

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Forest Gate Academy, we believe that everyone has the right to be treated with dignity and respect. We are opposed to any direct or indirect discrimination against individuals or groups whatever their age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex or sexual orientation.

We have high expectations of all pupils and aim to provide them with every opportunity to succeed by providing the highest standards of teaching and learning within a curriculum that is broad, balanced, differentiated, relevant and exciting. We want pupils to come to school to enjoy the meaningful experiences that we offer and where they feel valued and special. We want them to have a sense of pride in themselves and their school. We want school personnel to know the importance of the work they do and derive a sense of fulfilment from their work in school, but above all we want them to feel valued by everyone in the school community.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary to ensure it is reflective of the needs of our school community.

4. Links with other policies

This accessibility plan should be read in conjunction with the following policies and documents:

- Health and safety policy
- Behaviour Policy
- Equality objectives
- Special educational needs (SEN) information report
- Medical policy
- Teaching and Learning

Accessibility Audit

School organisation/procedures	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Do school admission processes/inductions enable positive transitions/starts for children of all abilities.	Yes/No	Information from previous settings is often delayed/not provided. Time is required for information in relation to children's individual needs to be sought and shared with Teachers/support staff prior to starting.	To be discussed with SLT - Look at current process/documentation. -Plan induction/admission process.	Under discussion	School office to notify SENCO when parents notify school of any additional needs. School office to notify SLT/SENCO of children with EAL
Are school visits accessible to 'all children' regardless of attainment/additional needs?	Yes	None	Continued risk assessments for individual pupils. Adaptations/adjustments made to remove individual barriers.	Ongoing monitoring.	NA
Are pupils grouped in a way that promotes inclusivity, diversity and progress?	Yes	None	Continued monitoring in all classes.	Children continue to be grouped in a range of ways for different subjects, including grouping by ability where appropriate. Children are given access to a variety of groups for learning including mixed ability groupings.	NA
Is there a homework policy in place and is work suitably differentiated/adapted for 'all pupils'?	Yes	Further differentiation required.	Discussion with SLT Support for Teachers from SLT/SENCO Update Homework policy	Ongoing	Policies updated. Individual teachers are responsible for knowing the individual needs of their pupils and setting

					homework accordingly. Parents feel confident in sharing any difficulties with SLT.
<p>Is the school's discipline and behavior policy reflective of children's individual needs? Can the policy be accessed easily by parents/carers?</p> <p>Do pupils understand behavioural expectations and systems?</p>	Yes	None	<p>Continued monitoring of behavior policy and systems.</p> <p>Policy available on school website. Expectations and systems shared with parents/carers and pupils in diaries, represented visually in classrooms and regularly referred to verbally.</p> <p>Individual systems in place for individuals where required.</p>	Continued monitoring	New behavior initiative introduced 2023 Sept
Are extra-curricular activities and clubs open to all pupils?	Yes	None	<p>Clubs are open to all pupils. Risk assessments will be completed if needed.</p> <p>Plan in place to ensure pupils have equal access to clubs. Registers kept and monitored.</p>	Ongoing	NA
School trips are accessible to all children.	Yes	Risk assessments for individual pupils where required.	<p>Evolve risk assessment system in place.</p> <p>Procedure for planning/requesting trips/educational visits in place.</p>	Completed	<p>NA</p> <p>Individual risk assessments ongoing for pupils with additional needs</p>

Attitudes and awareness of staff.	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Does the school ensure that all teaching and support staff have the knowledge and training necessary to support pupils with additional needs/disabilities	Yes	Further training needed; Drop in sessions for staff to be provided by SENCO	Ongoing training.	Training completed for referral processes. Training for all staff on expectations and procedures for SEND SEND audit staff	Training for staff is ongoing.
Do staff recognise and plan for needs of all pupils, including those who may require additional time/resources to support their learning?	Yes	Additional Needs Support plans in place, describing needs and provision.	Training as above.	Ongoing monitoring	Ongoing
Are there high expectations of all pupils?	Yes	None	Lesson observations Learning walks	Ongoing	Ongoing
Do staff actively seek to identify and remove barriers to learning and participation?	Yes	Staff require ongoing training and opportunities to share good practice.	As above	Ongoing	Ongoing
Do school policies reflect the needs of 'all learners'? Anti-bullying SEND Equality Objectives. Behaviour and discipline	Yes	None	Continued monitoring of policies	None	NA

Are their opportunities to promote understanding and awareness of diversity and inclusion? Are their opportunities to celebrate the achievements of all children?	Yes	None	Continued assemblies/activities within school to celebrate the diversity of our school and community. Continued celebration assemblies/displays – celebrating the achievements of all children.	Ongoing	NA
Physical environment	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Is the school building accessible to all members of the school community?	Yes	None	Ongoing identification of individual needs. Monitoring of school environment.	Ongoing monitoring.	NA
Is the school building accessible to wheelchairs?	Yes – via main entrance	None	NA	NA	NA
Are playgrounds/outdoor spaces accessible for wheelchairs?	Yes	None	NA	NA	NA
Are classrooms and corridors accessible for wheelchairs?	Corridors – Yes Classrooms – where required.	None	NA	NA	NA
Are the dining area, hall, communal gathering areas accessible to all pupils?	Yes	None	Continued adaptations for individual pupils – specific seating/equipment.	NA	NA
Is Physical Education accessible for all pupils?	Yes	Continued risk assessment, adaptations and specialist resources	Ongoing collaboration with external support agencies; SENAS,	Ongoing	NA

		provided for identified individuals – incorporating professions/medical advice where needed.	Occupational Therapy, EP service, Paediatricians, School Nursing Team.		
Is there access to accessible toilets?	Yes	No wheelchair accessible toilet for children – no current need.	Adaptations will be needed if wheelchair/accessible toilet is required for pupils.	No current action	NA
Is there parking available for visitors with disabilities?	Yes	None	None	None	NA
Curriculum access	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Do lessons provide opportunities for 'all children' to make progress and achieve?	Yes	Continued monitoring	Continued monitoring of differentiation within lessons, objectives and tasks – this may include the use of; differentiated materials/outcomes, scaffolding and support, additional/alternative resources, deployment of staff.	Ongoing	NA
Do lessons provide opportunities for children to work in a range of group structures? (individuals, pairs, small groups, whole class)	Yes	None	None	None	NA
Are all children able to access the full curriculum, including	Yes	None	None There is access to resources/adaptive	None	NA

music, ICT, PE.			technology to reduce barriers.		
Do we provide access to computer technology appropriate to support pupils with additional needs?	Yes	Technology identified and requested as required to support individual pupils. Access to class laptops for accessing online interventions/supportive programs to enable children to make progress.	Discuss with SLT Chromebooks allocated to classes to access interventions/support	Ongoing Completed – monitor use	Ongoing
Does the classroom environment and organisation support 'all learners' and promote independence?	Yes	Ongoing monitoring through; Learning walks Observations	Displays are consistent throughout the school in coverage of the curriculum, information to support children's learning across the curriculum.	None	NA
Are procedures in place for pupils who may need assessment and examination arrangements?	Yes	None	None	None	NA
Does transition processes support pupils to make a positive start in their next phase of education?	Yes	None	Continue; To complete transition paperwork and meetings for transition between Year Groups. Transition meetings and paperwork in place for children transferring to secondary. Meetings – formal/informal e.g. 'Meet the Teacher' to ensure	None	Ongoing annually

Information sharing	Yes/No	Issues identified	Action needed/ongoing	Completed/under discussion	Actions completed if required? Yes/No/NA
Do we provide information in simple language, symbols, large print, audio, braille etc. for those who have difficulties accessing standard forms of printed information?	Not at present – currently not required.	Consider ways of identifying, sensitively, if parents/carers require information to be provided in an alternate form/support with accessing standard forms of printed information.	Discus with SLT	To be discussed	Ongoing Support provided to parents/carers that have difficulties accessing written information
Does the school ensure that information is presented to groups/individuals in a way that is user friendly, easy to understand?	Yes	Continually review and monitor the way we share information with members of the school community.	Review with SLT	To be discussed. Bromcom introduced – allowing staff to communicate effectively and safely with parents/carers Sessions to support parent/carers – parent workshops/information sessions	Ongoing
Has the school taken steps to ensure staff are familiar with technology and practices to assist/support pupils with additional needs?	Yes	Further training for all staff	Individual support provided where needed. Training provided for any new technology introduced for individuals.	To be discussed Ongoing	Ongoing Ongoing Yes

Do school communication systems consider access for all?	Yes	Some parents/carers struggle to access online systems.	Admin staff provide support to set up, access and use as required – Bromcom Individual support provided for parents/carers	Ongoing	NA
Is signage/information for pupils/staff and visitors adequate in terms of accessibility?	Yes	None	None	None	NA

Action plan 2023-24 – Aims and Objectives taken from Audit

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions	Person responsible	Date to complete actions by	Success criteria
<p>To ensure ‘all pupils’ have access to a broad, balanced, relevant and differentiated curriculum.</p>	<p>Our school offers a broad and balanced curriculum for all pupils, differentiated to meet the needs of all pupils.</p> <p>We provide additional/alternative resources to ensure to enable all children to access and participate in the curriculum and wider school life, incorporating advice from other professionals where necessary.</p> <p>We have high expectations of all teaching staff to plan for and deliver high standard ‘Quality first Teaching’, differentiating and adapting their everyday practice to accommodate the needs of individuals/groups.</p> <p>Additional support, in the form of internal/external</p>	<p>To ensure that teaching and learning across the curriculum reflect equal opportunities for all pupils.</p> <p>To Ensure that actions are taken to remove barriers to learning for individuals/groups of pupils.</p>	<p>Teaching and support staff will ensure that the needs of groups and individuals are identified in planning.</p> <p>Teachers and support staff will ensure that pupils with additional needs/disabilities access the resources/support/intervention they require to enable them to access the curriculum and make progress towards their individual targets.</p> <p>School staff will ensure any additional/alternative resources are available and in working order.</p> <p>SENCO/Teaching staff will access the needs of new pupils on entry and make arrangements for any necessary adaptations/adjustments to the environment/curriculum and/or support.</p> <p>SENCO will refer children for</p>	<p>Head Teacher/SENCO/All Teaching and support staff.</p> <p>Teacher/SENCO/All Teaching and support staff.</p> <p>SENCO/Teaching Staff</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All pupils will be able to access a broad and balanced curriculum.</p> <p>All pupils will be able to access school facilities and extra-curricular opportunities.</p> <p>All pupils will make good progress from their individual starting points.</p> <p>Adjustments/alternative resources will be available to identified pupils.</p> <p>Pupils experiencing difficulties accessing</p>

	<p>intervention or additional adult support, is provided to pupils with additional needs and/or disabilities to enable them to access the curriculum and make good progress.</p> <p>Staff are provided with advice/support to adapt the environment, curriculum and resources by the SENCo and external Education and Health professionals where necessary.</p> <p>All children are monitored and assessed regularly and targets are set in line with their current abilities.</p>		<p>further assessment if they are having difficulties accessing the curriculum/environment.</p> <p>SENCO/External services will provide support/advice and training to ensure teachers and support staff can adapt the environment/curriculum to meet the needs of all pupils.</p>			<p>the curriculum or environment will be assessed by a range of professionals, where necessary and adaptation/adjustments made to overcome these barriers.</p>
<p>To ensure that school admission processes/inductions enable positive transitions/starts for children of all abilities.</p>	<p>Forms and procedures are in place to request information prior to admission.</p> <p>Visits to the school prior to applying for a place are encouraged and facilitated by school staff.</p> <p>Good transition processes in place between year groups and for Y6 leavers.</p>	<p>To ensure that our induction procedures ensure time for teachers/staff to adequately prepare to meet pupils needs, ensure a positive start.</p> <p>To ensure information from previous settings or parents/carers is communicated to all staff working with pupil.</p>	<p>Create system to ensure information is collected from previous settings – school admin will notify SLT/SENCO/DSL where admission information indicates additional needs/EAL</p> <p>Make sure information is recorded correctly on Bromcom</p>	<p>Head Teacher/SLT/Admin Team/Teaching and support staff.</p>	<p>Summer 2024</p>	<p>Teaching and support staff will be well-informed of the needs of children prior to starting and will plan for successful transition.</p> <p>School will have thorough information in regards to pupils previous educational history, health needs and any additional needs.</p>

<p>To ensure homework set is accessible to pupils.</p>	<p>Homework is regularly set by class teachers.</p> <p>Work set is linked to the acquisition of basic skills and linked to learning in school.</p> <p>Homework is marked by teachers.</p>	<p>To ensure children are given homework that reflects their ability and needs.</p>	<p>Update homework policy and guidance for staff.</p> <p>Ensure Teachers are providing adequate differentiation for pupils with additional needs.</p> <p>Support and Advice from SENCO where required.</p>	<p>Head Teacher/SLT/Teaching and support staff.</p>	<p>Ongoing</p>	<p>All children will receive homework that is suitable for their ability and needs.</p> <p>Homework will promote further learning, linked to current classroom learning or focused on acquisition of specific knowledge and skills.</p> <p>Homework may be adapted to best suit the needs of learners with SEN</p>
<p>To ensure all staff recognise and plan for the needs of 'all children', including those who have additional needs.</p>	<p>Teachers and support staff are able to identify barriers to learning and plan to meet the needs of the children in their class.</p> <p>Teachers plan for individuals/small groups and deploy additional support appropriately within the class to support the learning of all pupils.</p>	<p>Continued professional development for whole staff/identified individuals.</p>	<p>Recap of procedures for further assessment and referrals to external agencies to be completed by SENCO.</p> <p>SENCO drop ins</p> <p>Continued training for staff where required.</p> <p>Shared drive with resources and information.</p>	<p>SENCO/Head Teacher</p>	<p>Ongoing</p>	<p>Teacher/TA knowledge and understanding of the barriers to education and learning faced by learners with specific difficulties will improve.</p> <p>Teachers and Tas will understand the needs of these learners and be better able to support them/know when to seek further advice/support.</p>

<p>To ensure staff are familiar with and use technology and practices to assist/support pupils with additional needs.</p>	<p>Teachers use technology within the classroom to further children's learning.</p> <p>Staff use technology to support children's access to the curriculum.</p>	<p>Teaching staff/TAs are not always confident/proactive in identifying existing technologies within school that could support or further children's learning.</p>	<p>Training from ICT leads/SENCO for supporting children's learning.</p> <p>Monitoring to ensure technologies for inclusion are being utilised throughout the school to support learning.</p>	<p>SENCO/Head of Schools/ ICT leads.</p>	<p>Summer 2024</p>	<p>Use of ICT/Technologies to support the needs of all children will be evident in classroom observations.</p> <p>Individual technologies/practices specific to individuals will be identified.</p>
<p>To ensure the physical environment of the school promotes access for all.</p>	<p>Our school environment is reflective of the needs of our pupils. The environment is adapted to meet the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Hand rails/handles where necessary. • Disabled parking bays • Disabled toilet/s • Resources and shelving at accessible height. • Adjustments made to 	<p>To enable all pupils/parents/carers/staff to access the school building and facilities.</p> <p>To enable all pupils to access resources to support their learning.</p> <p>Plan steps to be taken to improve access to the physical environment of the school for all pupils, staff and visitors.</p>	<p>Adaptations to the environment/curriculum will be made in line with the needs of our pupils and school community.</p> <p>Access issues within school will be identified and planned for within our School Development Planning.</p>	<p>Head Teacher/SENCO/Estates Team</p>	<p>Ongoing</p>	<p>All members of the school community will be able to access the school building and facilities safely and with ease.</p>

	<p>seating/classroom layout.</p> <ul style="list-style-type: none"> • Additional support/supervision for children with physical disabilities. • Access to intimate care where required. • Lighting • Access to a range of physical aids and adaptations where required. 	<p>To create a safe stimulating environment free from lighting that may increase visual stress.</p>	<p>Lighting to be maintained and monitored.</p>	<p>Head Teacher/Dean Trust Estates Team</p>	<p>Ongoing</p>	<p>Lighting across the school will be reviewed changes made where required</p>
<p>To ensure clear communication with members of our school community.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Multi-sensory teaching methods. • Visual timetable/Illustrated timetables and vocabulary 	<p>To enable all pupils/members of the school community to access information.</p> <p>To make every effort to ensure that communications between home and school are accessible to all members of our school community, including those with additional needs, visual or hearing impairment, and for pupils and families for</p>	<p>School staff will adapt the delivery of information to reflect the needs of groups/individuals.</p> <p>Planning will reflect the needs of individual pupils/groups.</p> <p>Teachers will plan and adapt their delivery of information to reflect the needs of pupils within their classes.</p> <p>Where required, the school may access translation services.</p> <p>Information will be shared with families verbally and in</p>	<p>Head Teacher/SLT/SENCO/All Teaching and support staff.</p>	<p>Ongoing</p>	<p>All members of the school community will be able to access information in a medium suitable to their needs/abilities.</p>

	<p>sheets.</p> <ul style="list-style-type: none"> • Readers (where appropriate). • Adaptations to Interactive TV/Whiteboards/texts to alleviate visual stress. • Where appropriate offer access to translators. 	<p>whom English is not their first language.</p>	<p>writing.</p> <p>School may seek the advice from special support services for children/families with additional needs, disabilities or EAL.</p> <p>Consider ways of identifying, sensitively, if parents/carers require information to be provided in an alternate form/support with accessing standard forms of printed information.</p> <p>Continually review and monitor the way we share information with members of the school community.</p> <p>SLT will consider EAL support and intervention – if increasing numbers</p>	<p>Headteacher/SLT</p>		<p>Monitor ongoing</p>
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