Cabot Learning Federation

Accessibility Plan Minerva Primary Academy

Version 1.0 September 2024

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
June 2020	N/A	Document Creation	Requirement to have plan in place in each academy
September 2024		**Review of whole document**	**New Targets needed**
September 2025		**Review of targets in plan**	
September 2026		**Review of targets in plan**	

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1 Introductory Statement

1.1 This Accessibility Plan (**Plan**) has been drawn up in consultation with the SENDCo and Operations Manager of the Academy and covers the period from September 2024 to September 2027. The plan is available in large print or other accessible format if required.

1.2 The plan takes account of Minerva Primary Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

1.3 We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

2.1.1 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a brand new state-of-the-art building with a capacity for 420 students, which was opened fully for pupils in November 2018 The new facilities comprise of a two storey building with multi-use hall. It includes a dance studio, project break out spaces and an enrichment room with a fully functioning kitchen for cookery and baking. There is an accessible lift to enable movement from one story to another and a ramp ensures access to all at street level. Nursery, Reception and KS1 classrooms are situated on the ground floor, all with doors which open immediately out to the outdoor space. The dining and kitchen facilities, along with the office and community spaces are also situated on the ground level. KS2 classrooms are on the second story via staircases at either end, and these have adjoining doors between parallel classes. All corridors and classrooms have been built to ensure their width is disability compliant. We have disabled toilets on both floors.

2.1.2 We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3 Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus

- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

2.1.5 The Plan will be monitored through the Senior Leadership Team, Health and Safety Committee and Academy Councillors for SEND. There will be a full review of the Plan in September 2027 when a new Plan will be produced to cover the next three years.

2.2 Welcoming and preparing for disabled pupils

2.2.1 Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

2.2.2 In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective parents to disclose whether their child has received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has special educational needs, or an Education, Health and Care (**EHC**) plan the Academy will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3 In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

3 Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of pupils with a physical disability and adapting the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of pupils with disabilities' needs with regards to accessing the curriculum. Children being able to access the curriculum	Ongoing	Flexible approach to disabled pupils and increase in access to the National Curriculum. Review- Sep 26. Achieved. Staff training- Manual Handling, environment audit and support from the sensory support team, Physio and OT. Access to the curriculum has improved and evidence that children are making progress from their starting points through various measures. Ie. Attendance at school, phonics
Short term	Children with physical disabilities can participate fully in the curriculum and can develop independence to advocate for themselves.	Consider needs of all pupils when planning Educational Visits and After School Clubs	Accessibility is considered at Stage 1 of the trip planning process Risk assessments identify support for pupils with medical conditions All school	Ongoing	All risk assessments completed. Use of Evolve to plan School Visits Reasonable adjustments made to ensure all children

	Teachers are confident to adapt lessons All children are fully involved in school trips regardless of any physical disability they may have		visits are accessible to all our pupils		access visits and after school activities Review September 26- communication boards in place for key children. All children have access to off site visits that are developmentally appropriate to their needs and disability. Expectations for trips clearer. Expectation that staff consider what reasonable adjustments are needed for trips to be inclusive.
Short term	Classrooms are suitable for all learners with a physical impairment or disability.	Classrooms to be organised in a way that is suitable for all learners with a physical impairment or disability. Provide professional development on capable learning environments. Visits to specialist settings.	SEND students can fully access the curriculum and learning.	When students are identified adaptations are made within 1 week, unless specialist equipment needed.	Students are able to access all learning including practical subjects. Review- September 26. Advice sought from the Physio and OT teams, visual impairment team and sensory support team to ensure inclusive

					capable learning environments for children
Medium term	To upskill staff about sensory regulation strategies within the classroom to meet the needs of more children.	Professional development for all teaching and support staff Work on transition to ensure that reasonable adjustments move up with a child.	Children who need sensory engagement or breaks have an environment that meets their needs, supporting their progress against their targets in the classroom.	January 2026	Children who need sensory diets have their needs met and are successfully meeting personalised targets. Review September 26- more proactive regulation time still needs to be built into timetables. Staff still need more training on reasonable adjustments for strategies to support co-regulation in the classroom
Long term	Accessibility of the curriculum for all students	Ongoing review of the curriculum and introduction/continuation of alternative support linked to life skills.	Representation on school council and other student bodies is fully inclusive. Children who cannot access the National Curriculum have other valuable learning goals met to enable them to thrive in society.	Ongoing	Our MPA curriculum is flexible, personalised and meets the needs of all learners. Review September 26- Still need to consider how the curriculum can

					be further adapted for children with significant physical disabilities or impairments where a more holistic curriculum needs to be considered.

3.1 Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4 Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure the sensory needs of students are met at lunchtimes and during assemblies.	Complete sensory audits for students with sensory needs for children who need it assessing the learning environment. Review and plan to incorporate further access to low arousal areas including the hub and studio space at lunchtimes. A space that children with sensory needs can regulate if needed.	Students sensory needs are effectively met within the Academy.	2024-2026	Key areas are assigned as low arousal areas and students use these to manage their sensory needs. A sensory space is in place and operational. Review September 26- Through OPAL work, zoning of the playground now ensures quiet areas with sensory planting being developed. Complete end of T1.
Medium term	Ensure that accessibility to all areas is reviewed and maintained.	Action any recommendations from Health and Safety Audits	Accessibility of the environment is reviewed in line with the needs of students.	Annually	Physical environment is accessible to all. Completion of annual audit. Review September 26- Audits taken place with outside agencies for key children in the spaces they use.

Long term	Improvements to help children with specific impairments eg. Hearing, visual, cerebral palsy	Support staff through Professional development that is specific to the impairments of children. Ensure that staff have read reports and use reports to adapt provision to ensure that we are using recommendations to adapt provision.	Children with impairments will be integrated into their classroom and will be able to be fully involved in whole school life	Ongoing	Staff are aware of recommendations from different professionals and are able to enact the recommendations to support key children across the school. Review September 26- Some key staff have received manual handling training, training on use of specialist equipment, training from outside agencies to support and allow staff to understand a childs lived experience due to their disability
Long term	Improvements to help the hearing impaired	If necessary, install hearing loop/soundfield. Alarm linked to fire alarms.	Learning experiences of pupils with hearing difficulties enhanced	Ongoing	Improved experience for children with hearing impairment. Review September 26- continue to review as necessary.

4.1 Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?
- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

5 Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure communication to parents about SEND related issues takes multiple forms.	SENDCo to develop contact list for SEND communications including text, email and EAL information.	All families of children with SEND are kept regularly informed of key updates and understand processes within the school.	Ongoing	Communication of information to SEND families is improved. Review September 2026- website is not yet user friendly. Review website and update alongside parents
Medium term	Develop consistency of visuals and how they are used across the school.	Ensure all classes use a visual timetable which are used in the same way across the school. Develop consistency of visuals to support learning across the school.	Visuals are used effectively by parents and pupils to navigate the school building.	2025-2026	The building will be more accessible to those who have language needs. Posters in use for students. Visual symbols in high traffic places. Review September 2026- Widgit now in use for consistent visuals across the school. Especially for children who do not yet have spoken English due to SEND need or EAL.
Long term	Ensure the Academy website is more user friendly and accessible to	Discuss areas of priority to work on in the first instance. Discuss how parents and other stakeholders can be involved.	School website is user friendly and easily accessible.	Ongoing	All parents can successfully access and navigate the school website, particularly

	all parents with a specific area for SEND.	SENDCo to plan the SEND Zone and work with IT team to create.	Parents of children with SEND can access useful information via the school website.		those of children with SEND. Review September 2026- website is not yet user friendly. Review website and update alongside parents

Approved by: *Jenny Harvey*	Principal
Bridget Suitters	Academy Council
Approved on:	
Reviewed date: *September 2026*	