



**Liden Academy
Equality and Accessibility Plan 2022-2025**

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Purpose of the Plan

The purpose of this plan is to show how Liden Academy intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

The Equality Act 2010 defines a person as having a disability 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 carry out normal day to day activities.'

Legal Background

The Disability Discrimination Act 1995 and The Equality Act 2010, have outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Objective

Liden Academy aims to treat all stakeholders; pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

All of the school building and playground is accessible for all as it is on one level throughout.

The Current Range of Disabilities within Liden Academy

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and ADHD, and a range of allergies, such as food allergies. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. For those children with severe allergies, relevant medication is kept securely within their classrooms.

When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents.

All medical information is collated and available to staff, displayed clearly in their classroom cupboards and registers, and the medical file in the admin office. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure places in classrooms which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Liden Academy School Equality and Accessibility Plan 2022-2025

Equality & Inclusion				
Targets	Strategies	Outcome	Time	Monitoring
To ensure equity of access to the curriculum for children with SEN	<ul style="list-style-type: none"> ● A broad and balanced curriculum is offered to all ● The curriculum is differentiated so that all children can access the curriculum at their ability. ● Specialist programmes are in place for children with additional needs ie 1 to 1/group ● We carefully consider booking any school visit and risk assess individual needs. Parents are invited to accompany specific children on school visits if appropriate. Children with regular 1:1 support are likely to receive 1:1 support on trips. ● There are regular SEND updates in staff and support staff meetings to keep all staff informed of good practice. 	<p>All SEN pupils will have access to the curriculum.</p> <p>SEN pupils will make equitable progress to their peers, from their own starting points</p>	Ongoing	Principal SENCO, & SEND Gov
To use assistive technology to improve curriculum access for pupils who are/have: <ul style="list-style-type: none"> ○ Dyslexia, ○ Written skills well below ARE ○ Delayed, 	<p>Use Word online voice recognition software and printer:</p> <ul style="list-style-type: none"> ● To enable pupils to capture spoken thought and ideas into prose. ● To translate first language written work into English. ● To translate new vocabulary ● To learn grammar and spelling ● To translate task instructions 	<p>Pupils able to capture thoughts and ideas using online voice recognition and translation software.</p> <p>EAL pupils able to follow simple instructions using online software and talking tins</p>	On going	

underdeveloped fine motor skills ○ Pupils who are EAL	Talking tins to be used for translation and learning task instructions/vocabulary development.			
To ensure smooth transition between year groups/schools/providers	SENCO liaise with Nursery to prepare for the new intake of children into Foxes (2 year old) or Squirrels (3-4yr). Also from Bumblebees (4yr) to Reception each year. When initially joining Nursery, the Nursery lead and school SENCO will liaise with parents about any additional needs or access arrangements.	All necessary arrangements/equipment are in place before transfer.	On-going	
To ensure that all policies consider the implications of disability access.	<ul style="list-style-type: none"> Consider during annual review of policies, to ensure they comply with the Equality Act 2010. 	Policies reflect current legislation.	On-going.	
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	<ul style="list-style-type: none"> Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. The school will take into account the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. Liaise with the Physical Needs Advisory Teacher in Swindon to consider any adaptations needed Use contrasting colours for door frames and doors, as well as tables and chairs. Regular learning walks to ensure learning spaces are well organised, tidy & accessible. Redesign Library to enable wheelchair access to books 	<p>Modifications will be made to the school building to improve access, if necessary & reasonable.</p> <p>Pupils in wheel chairs can access books in all parts of the library.</p>	<p>On-going.</p> <p>December 2022 onwards</p>	
New IT infrastructure to support pupils who are EAL, Dyslexic and have poor fine motor skills	<ul style="list-style-type: none"> Set up IT hubs in each quiet room between classes with laptops and printers. Provide Talking(Language recording) tins in Early year Use the accessibility functions on the Year 4 multiplication check for pupils with SEN 	Increase greater access to learning through IT scaffolding	February 2023 IT hubs in quiet rooms set up. Talking tins in place by July 2022	

To continue to train staff to enable them to meet the needs of children with a range of SEND.	Targeted staff CPD: Using Outlook voice recognition software and talking tins.	Staff are able to enable all children to access the curriculum through IT. Specifically EAL, pupils with fine motor difficulties, Dyslexia a	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, wobble seats etc. Purchase traded time from the Occupational Therapy service to advise on particular adaptations	Children will develop independent learning skills.	Discuss termly at pupil progress meetings	
Written & Other Information				
To ensure that all parents and other members of the school community can access SEN information from the school.	<ul style="list-style-type: none"> • SENCO to continue to work extensively with teachers, TAs and parents via EHR or through EHCP reviews. • Inform parents/carers that written information will be provided in alternative formats as necessary. • All classrooms to use visual timetables • Children on the SEN register to receive a letter home 3 times a year from class teachers to describe the support being provided in school • School website to signpost parents to the Swindon Local Offer • School website to have a translation function for EAL parents. • Coffee morning for parents of children with SEN to be held 2-3 times per academic year • Office staff will assist with, or complete paperwork (e.g. for enrolment, free school meals) for parents/carers with barriers to reading or writing 	Written information will be provided in alternative formats as necessary.	As needed. New website March 2022.	Principal, SENCO, & SEND Gov
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	Principal, SENCO, & SEND Gov

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents. This is reviewed annually.

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- School Improvement Plan
- Special Educational Needs and Disability Policy□
- Teaching and Learning Policy
- Health & Safety and Wellbeing Policy
- Child Protection and Safeguarding Policy
- Staff Code of Conduct

Liden Academy School Equality and Accessibility Plan Review 2022-2023

Targets	Strategies	Review 2023
<p>To ensure equity of access to the curriculum for children with SEN</p>	<ul style="list-style-type: none"> • A broad and balanced curriculum is offered to all • The curriculum is differentiated so that all children can access the curriculum at their ability. • Specialist programmes are in place for children with additional needs ie 1 to 1/group • We carefully consider booking any school visit and risk assess individual needs. Parents are invited to accompany specific children on school visits if appropriate. Children with regular 1:1 support are likely to receive 1:1 support on trips. • There are regular SEND updates in staff and support staff meetings to keep all staff informed of good practice. 	<ul style="list-style-type: none"> • Small group interventions across the school • Collaboration between local schools to develop Quality First Teaching for all –use of ‘Walkthru’ scaffold materials • Quality CPD delivered to all staff –‘Walkthru’, Science CPD, Feedback –Shirley Clarke, EYFS conference • Regular SEND slots at professional meetings – increased confidence. Weekly training for TAs. • Additional SEND resources utilised to support learners e.g. individual laptops • Extra-curricular opportunities enrich the curriculum for PP and SEND pupils i.e., farm trip. All SEND children have been part of school trips or after-school clubs, usually with 1:1 support. • Targeted support through National Tutoring Programme
<p>To use assistive technology to improve curriculum access for pupils who are/have:</p> <ul style="list-style-type: none"> ○ Dyslexia, ○ Written skills well below ARE ○ Delayed, underdeveloped fine motor skills ○ Pupils who are EAL 	<p>Use Word online voice recognition software and printer:</p> <ul style="list-style-type: none"> • To enable pupils to capture spoken thought and ideas into prose. • To translate first language written work into English. • To translate new vocabulary • To learn grammar and spelling • To translate task instructions <p>Talking tins to be used for translation and learning task instructions/vocabulary development.</p>	<ul style="list-style-type: none"> • Quiet rooms have laptops with word recognition software and printer in year groups 1 to 5. • Talking tins used in Reception and Nursery. • TA’s and teachers trained on the use of word recognition software. • Pupils are accessing assisted technology. Several pupils have individual laptops. Two pupils use scanning pens. • Visualisers are beginning to be used in classrooms.

<p>To ensure smooth transition between year groups/schools/providers</p>	<p>SENCO liaise with Nursery to prepare for the new intake of children into Foxes (2 year old) or Squirrels (3-4yr). Also from Bumblebees (4yr) to Reception each year.</p> <p>When initially joining Nursery, the Nursery lead and school SENCO will liaise with parents about any additional needs or access arrangements.</p>	<ul style="list-style-type: none"> • End of year transition meetings between school phases and year groups have taken place in good time involving parents. Also when pupils transfer in year between schools. • Additional transition visits for vulnerable leaving students were arranged with Dorcan Academy. • 2-day new class transition days. • Transition books have been provided for the summer holiday period prior to September start.
<p>To ensure that all policies consider the implications of disability access.</p>	<ul style="list-style-type: none"> • Consider during annual review of policies, to ensure they comply with the Equality Act 2010. 	<ul style="list-style-type: none"> • Policies are reviewed to ensure compliance with the Equality Act 2010
<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<ul style="list-style-type: none"> • Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows. • The school will take into account the needs of pupils with physical difficulties and or sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings. • Liaise with the Physical Needs Advisory Teacher in Swindon to consider any adaptations needed • Use contrasting colours for door frames and doors, as well as tables and chairs. • Regular learning walks to ensure learning spaces are well organised, tidy & accessible. • Redesign Library to enable wheelchair access to books 	<ul style="list-style-type: none"> • Trust Health and safety audit completed. le sand pit height has been reduced to ground level in Bumblebees provision (4yr old Nursery). • Library redesign to enable wheelchair users easy access to bookshelves. • Learning walks consider pupil access to class resources and pupil movement, identifying and removing potential physical barriers. • Contrasting tables are in place.
<p>New IT infrastructure to support pupils who are EAL, Dyslexic and have poor fine motor skills</p>	<ul style="list-style-type: none"> • Set up IT hubs in each quiet room between classes with laptops and printers. • Provide Talking (Language recording) tins in Early year • Use the accessibility functions on the Year 4 multiplication check for pupils with SEN 	<ul style="list-style-type: none"> • IT hubs set up between year groups in year 1 to 5. • Talking tins in place in Nursery and reception. • Access arrangements for the Times tables multiplication test were used in the 2023 test for eligible pupils.
<p>To continue to train staff to enable them to meet the needs of children with a range of SEND.</p>	<p>Targeted staff CPD: Using Outlook voice recognition software and talking tins.</p>	<p>CPD provided in Outlook voice recognition software and talking tins.</p>

<p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<p>Assess the needs of the children and provide equipment as needed. eg. special pencil grips, headphones, writing slopes, wobble seats etc.</p> <p>Purchase traded time from the Occupational Therapy service to advise on particular adaptations</p>	<p>A range of new equipment has been purchased. These include special pencil grips, headphones, writing slopes, wobble seats.</p> <p>Occupational Therapy worked with six pupils and produced plans to meet their needs.</p>
<p>To ensure that all parents and other members of the school community can access SEN information from the school.</p>	<ul style="list-style-type: none"> • SENCO to continue to work extensively with teachers, TAs and parents via TAC meeting or through EHCP reviews. • Inform parents/carers that written information will be provided in alternative formats as necessary. • All classrooms to use visual timetables • Children on the SEN register to receive a letter home 3 times a year from class teachers to describe the support being provided in school • School website to signpost parents to the Swindon Local Offer • School website to have a translation function for EAL parents. • Coffee morning for parents of children with SEN to be held 2-3 times per academic year • Office staff will assist with, or complete paperwork (e.g. for enrolment, free school meals) for parents/carers with barriers to reading or writing 	<ul style="list-style-type: none"> • SENCO has worked extensively with teachers, TA's and parents via TAC meetings and through EHCP reviews. • Written information provided in a range of clear formats and easy access such as by email. • Visual timetables are in each class. • System of informing parents 3 times a year via letter as to the support they are receiving from the school is in place. • School website signposts effectively and clearly parents to the Swindon local offer. • SEND coffee morning was arranged with external speakers for parents of children with SEND. • Office staff provide administrative support to complete forms or applications online for free school meals.
<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.</p>	<p>Staff to hold parents' evenings by phone or send home written information.</p>	<p>Parents can attend face to face meetings or request telephone conversation.</p>

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