Acorn Academy

Accessibility Statement

Acorn Academy Core Values

We aspire to enjoy, enrich and achieve the Acorn Way.....

A - All encouraged to enjoy and achieve.
C - Children are the centre of everything we do.
O - Offering inspiring and enriching experiences.
R - Respect for each other.
N - Nurturing to be the very best we can be.

From Little Acorns.....Mighty Oaks Grow!

Accessibility Plan	Strategies	Outcome	Time frame
Equality and Inclusion			
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Multi-agency meetings by SENCO. Staff responsible to ensure that equality and disability is considered within each school policy	Policies reflect current legislation.	Actions arising to be raised as policies are reviewed by subject leaders/leadership team and Governors.

To ensure that all parents who may have a disability can access school events and information.	To ensure equal access and experiences for parents who use a wheelchair or other physical impairment – raised awareness and anticipation of adjustments by staff.	All parents are able to engage fully with the life of the school.	On going
Physical Environment			
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. Consider adaptations to the steps to the school field to increase accessibility.	Audit of accessibility of school buildings and grounds by Governors/Headteacher. Develop plans to make adaptations to steps to the school field.	Modifications will be made to the school building to improve access as and when required. School field will be accessible to all.	Termly health and safety check to be completed by Site Manager which includes accessibility. Annual review of building accessibility.
Continue advice on accessibility linked to new pupils who may have a disability.	SENCO and Headteacher to ensure the needs of all new intake children are highlighted and taken into account before transition.	Advice sought and plans to make adaptions in place as and when necessary.	Annual review of building accessibility
Curriculum			
To ensure all children, regardless of their disability have access to the curriculum.	Class Teachers/SENCO and specialist staff have input into planning.	All children are accessing the curriculum across the school.	Ongoing annually
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing
Medical			
Access training if a child presents with medical needs or intimate care needs. Asthma and Epi Pen training and training to meet medical needs, such as diabetes, cystic fibrosis, cerebral palsy etc. as required.	Headteacher/SENCO to ensure school coverage for staff trained in using an EpiPen and any other medical support as required to meet needs of each child.	Procedures are clear and staff are confident in supporting the children's medical needs.	Ongoing