

ESSA Academy Accessibility Plan

Accessibility Plan

1.1 Introductory statement

This Accessibility Plan has been drawn up in consultation with staff parents, carers and pupils of the Academy and covers the period from September 2017 to July 2019. The plan is available in large print or other accessible format if required.

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

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

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a three storey modern building with a sports and P.E facility. The main building has three storey's with standard teaching classrooms and specialist subject classrooms.

Open spaces (including ground floor) have individual locker facilities.

We also have a large open 'heart space' area based on the ground floor. The first, second and third floors are accessible by a main stairway in the heart of the building and one lift. There is also another stairway at the front of school, which leads onto the second floor. The school has accessible toilets on every floor and these are disabled toilets to allow for easier access and space.

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

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

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. 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 The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

3 Welcoming and preparing for disabled pupils

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.

In order to meet the needs of disabled pupils, the Academy requires full information.

The Academy will ask prospective pupils to disclose whether they have 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 a statement of special educational needs or an EHCP, the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

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.

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	For students to have a 'base' or 'safe space' to use for lessons, interventions and during social times.	The Retreat – nurture area for vulnerable students to access. Library space, AN faculty and Study Zone established.	Students to have a designated area to work in, when during lesson time, during intervention and/or 1:1 support.	Met	Classroom spaces are optimised for students with disabilities.
Short term	To provide staff with personal passports of students needs and/or disabilities. Also to provide relevant risk assessments as appropriate.	Process is combined information from transition period, parent/ carer input and 'me time' with the student. Documents are saved	Staff and students have a clear understanding of student needs and strategies in which to support them effectively.	Met	Staff has access to detailed specific strategies to support students with disabilities.

		centrally for all staff to access.			
Short term	To hold an access arrangement tracker to allow student to access internal and external examinations and assessments.	SENDCo works closely with Exams officer to put access arrangements in place and ensure students have their entitlement. AA tracker is shared with all staff and stored centrally for	Staff and students have a clear understanding of the resources available to support exam access arrangements.	Evidence to be submitted by AA 2018 deadline – Feb 2018	Pupils provided with appropriate equipment and support and understand how to access them.

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		teaching staff to access. Deliver AA training to all faculty areas, detailing importance of evidencing normal ways of working. Provide staff and students with appropriate resources needed to access examinations i.e. modified papers.		Ongoing	Students to access internal and external examinations with the appropriate support.
Short	Enable staff to	CPD packages for all	Staff confidence in	Ongoing –	Flexible approach

term	increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	<p>faculty areas, including special events i.e. Autism Awareness Week and worldwide ADHD day.</p> <p>Additional Needs Toolkit available in shared area for all staff. Regularly updated, resource bank to support teacher knowledge and understanding of range of SEN/disability in the academy.</p> <p>AN team to be distributed amongst faculty areas during CPD to facilitate and support differentiation and planning for progress.</p>	providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	weekly, termly.	<p>to disabled pupils and increase in access to the Curriculum.</p> <p>Success of disabled pupils in examinations.</p>
Medium term	Thorough transition procedures, aiming to collate detailed information about student need and disability		Staff have detailed strategy bank detailing the best way to support students.	Ongoing – all year.	<p>Successful transition to the Academy.</p> <p>Staff have detailed</p>

	before they attend the academy (Y7/ in year transfer)	SENCo and Additional Needs team to provide additional transition days for students to familiarise themselves with the academy building and address any possible support needed to access the curriculum.	Students and families have the opportunity to share information before they attend the Academy.		strategy bank detailing the best way to support students.
Medium term	Obtain specialist advice and training to enable staff to support students with disabilities.	Staff training – specific to student need.	<p>Clear advice and guidance to be documented on student personal passports.</p> <p>Students to have detailed medical profile including specific medical advice and guidance where appropriate.</p>	Met	Staff confidence to deliver appropriate tasks and curriculum content as well as ensuring QFT for all disabled students.
Long term	Develop therapeutic therapies for disabled students that cannot access the curriculum.	Provide a personalized timetable of need.	Identify key staff to lead developing programmes to the students that need it.	Ongoing	Individualised and tailored approach to delivering appropriate curriculum, that meets student needs.

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

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Medium term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Colour coded wings of the building.	Some areas are made more accessible to visually impaired children.	To meet	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the Academy.	Designate parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Met	Improved access to School site.
Short term	Provide access to upper storey classrooms via lift.	Supply disabled students/staff or visitors with access to lifts.	All disabled students, staff and/or visitors can access all areas of the Academy.	Met	Improved access to educational facilities.
Short term	Provide accessible toilet facilities for disabled pupils and visitors.	Disabled toilet spaces in every floor.	Disabled toileting on every floor.	Met	Improved facilities for disabled students and visitors.
Short term	Provide accessible toilet facilities for disabled pupils and	Disabled toilet spaces in every floor.	Disabled toileting on every floor.	Met	Improved facilities for disabled students and

	visitors.				visitors.
Short Term	In the instance of a student requiring any physical adaptations (such as a hoist), the school will provide this in line with the Moving and Handling Guidelines (Oct 2017).	<p>SENDCo will be made aware of any student moving to the academy who may need such a provision. The SENDCo will then work with the necessary professionals and student/family to put provision in place.</p> <p>A personalised risk assessment will be provided using the TILE framework and in line with legislation.</p>	<p>Any student needing physical adaptations will have these provided and trained staff to support them to ensure excellent care and reduced risk.</p> <p>Trained staff will have regular training in place.</p>	To meet as required.	Physical environment adapted to enable accessibility for student.

Long term	Train a minimum of two members of staff to use EVAC chairs in case of student needs.	EVAC chair training to designated staff .	All disabled students, staff and/or visitors can evacuate the building quickly and safely, in the case of an emergency.	Ongoing	Students, staff and visitors are kept safe and can exit the building swiftly in the case of an emergency
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Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	<p>Become aware of the services available through the LA for converting written information into alternative formats.</p> <p>Publicity and Marketing Co-ordinator available to seek out external agencies that can support the Academy.</p>	If needed, the Academy could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Short term	Visual prompts available to support	Use of SYM Writer – a visual resource bank to support actions in lessons .	Students, parents and carers have visual aids to assist with information being shared between the academy and our community	Ongoing	Information communicated in appropriate format.
Medium term	Obtain specialist advice and training to enable staff to support students with disabilities.	<p>Staff training – Visual Impairment Team</p> <p>‘Circle of Adults’ meeting supported by ICT team detailing how to support student disabilities using</p>	<p>Clear advice and guidance to be documented on personal passports.</p> <p>The right technology is available to support students and share the</p>	Ongoing	Staff confidence to deliver appropriate tasks and curriculum content as well as ensuring QFT for all disabled

		technology in the classroom.	right information.		students.
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