

ACADEMY ACCESSIBILITY PLAN

POLICY DATE: SPRING 2012

REVIEW DATE: SPRING 2017

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

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;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

- ❑ the school has high ambitions for all its disabled pupils;
- ❑ all pupils should have full access to the National Curriculum.
- ❑ The school is dedicated to removing barriers in every area of school life
- ❑ The school is committed to equality of opportunity for all pupils.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Direct involvement of pupils in their own learning and the evaluation of the services provided.

1B: Information from pupil data and school audit

Key starting points for the school's plan need to be assessments of:

- ❑ *the nature of the school population for whom the school is planning;*
- ❑ *the nature of the school, including a consideration of the impact of the school's existing plans and priorities.*

This section needs to reflect a proper understanding of which pupils may be included in the DDA definition of disability. The definition is broader than most people think.

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Pupil information might include a range of data:

- ❑ *pupils already in the school and moving through it, including pupils at an earlier Key Stage;*
- ❑ *the nature of the school's intake in the future, for example:*
 - *advance information about pupils with a statement who may also be disabled;*
 - *other information, such as local/national information on trends in school population.*

1C: Views of those consulted during the development of the plan

All stakeholders are consulted annually about the quality of education provided . There is particular emphasis placed upon the support and guidance provided for all pupils.

The plan is informed by:

- ❑ the views and aspirations of disabled children and young people themselves;
- ❑ the views and aspirations of the parents of disabled pupils;
- ❑ the views and aspirations of other disabled people or voluntary organisations;
- ❑ the priorities of the local authority.

As a result of consultation we have concluded that carers and children require easy access to direct support from the school.

The school has set the following priorities in respect of consultation on the plan:

- The development of the Pastoral and Safeguarding Manager role.
- Close liaison between the SENCo and Pastoral and Safeguarding Manager.
- Development of Emotional/Behavioural TA roles
- Active intervention to support carers and pupils
- Immediate access to support
- Strengthened liaison with outside agencies

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

Planned curriculum development work forms a key part of the overall strategic plan.

- ❑ focus will be on developing personalised learning
- ❑ will be planned and developed over the life of the schools accessibility plan;
- ❑ be coordinated with the priorities in the school improvement plan;
- ❑ be led by those with curriculum expertise within the school;
- ❑ be carried out in conjunction with the Activate Federation and Herefordshire Marches Federation of Academies.
- ❑ Will draw on the expertise of external partners, for example: speech and language specialists, educational psychologists;
- ❑ use ICT

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2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- ❑ improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings;
- ❑ improvements to toilets, washing and changing facilities;
- ❑ changes to the layout of the playground and other common areas;
- ❑ the provision of ramps and lifts and improvements to doorways;
- ❑ the provision of particular furniture and equipment to improve access.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Information for disabled pupils - provided in writing for pupils who are not disabled - might include:

- ❑ handouts, timetables, worksheets, notices, information about school events.

Improving the delivery of information might include making information available:

- ❑ in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system.

Identifying the appropriate format must take account of:

- ❑ pupils' impairments: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language; pupils with language and *communication difficulties* may be able to access information more easily where it is provided in picture/symbol systems;
- ❑ *preferences expressed by pupils or their parents.*

3: Making it happen

3A: Management, coordination and implementation

- ❑ the governing body takes responsibility for the school accessibility plan and sets a clear direction for it;
- ❑ the plan will be reviewed and revised annually
- ❑ the evaluation of the plan will follow client consultation

Coordination: the SEN steering group

Under other legislation:

- ❑ SEN legislation is fully complied with.
- ❑ other parts of the DDA (duties towards the general public, in Part 3, and to staff in Part 2) will also apply.

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Other relevant policies and plans are;

- ❑ school strategic plan;
- ❑ SEN policy;
- ❑ asset management plan;
- ❑ health and safety policies.

3B: Getting hold of the school's plan

- ❑ the plan will be available from the school on request.
- ❑ the plan is available on the school website;
- ❑ the plan available will be made available in different formats;
- ❑ We will ensure the plan is readable. Every effort will be made to remove jargon/acronyms; select a suitable typeface/font size; and be well set out.