



ACCESSIBILITY PLAN

Policy reviewed date: October 2019

Review date: October 2021

Reviewed by: Mrs L Clarke



Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA), SEND Code of Practice 0-25, 2015 and Children and Families Act 2014, part 3. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Recent Amendments to the Equality Act of 2010 have been taken into account and ramps have been put into place in place where necessary. Equality Act 2010 (Amendment) Bill [HL] 2015-16 — UK Parliament.htm

Definition of Disability

Disability is defined by the Equality Act 2010.

"A person has a disability if s/he 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".

Aims

To reduce and eliminate barriers for students, prospective pupils and adult users with a disability to access support to the curriculum and full participation in the school community.

Compliance with the Equality Act 2010 is consistent with the academy aims and equal opportunities policy, and the operation of the academy's SEND policy;

The academy recognises its duty under the Equality Act:

- not to discriminate against disabled pupils in its admissions, exclusions, and provision of education and associated services not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan

In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).

The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities, and respects the parents' and child's right to confidentiality.

The academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- Over-coming potential barriers to learning and assessment for individual and groups of pupils.



Roles and Responsibilities

It is a responsibility of the Director of SEND to ensure the following points for action are carried out in order to achieve the key objective:

Delivery of the Curriculum

Academy staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

Working with External Agencies

The academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical Environment

The academy will review the physical needs of all students upon entry to the academy and put suitable plans in place; including supervised use of the lift, where required. The academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Academy will refer to and/or use DoE specific guidance, to include Performance & Design Standards, Building Bulletins, etc. to ensure that any new construction, refurbishment or alteration of the physical built environment, takes into account the following;

- Access & Egress routes are compliant with DDA Regulations
- Acoustics, Lighting, Heating & Ventilation designs comply with Performance Standards as a minimum and/or are adopted accordingly to meet any subject specific activity, students physical and/or sensory needs
- Furniture, Fixtures and Fittings are ergonomically sound and designed to meet any subject specific activity, students physical and/or sensory needs
- Incorporate relevant and appropriate colour schemes for decoration and/or installation of materials, wall finishes, etc.

Provision of information in other formats

The academy is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and revision of related academy policies e.g.

- Academy Improvement Plan
- Staff Development Plan
- SEND Policy



- Equal Opportunities Policy
- Curriculum Policies
- Health & Safety Policy
- Educational Visit Policy

The plan is also available in the following formats, on request to the Principal; email; enlarged print version; other formats by arrangement.

Monitoring and Evaluation

This policy will be reviewed by the Governing Body and the Director of SEND every 2 years.