

## ACCESSIBILITY POLICY AND PLAN

<b>SCOPE:</b>	Academy Policy
<b>AUTHOR/ORIGINATOR:</b>	Principal and Estates Director
<b>NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:</b>	Academy Principals
<b>APPROVING COMMITTEE/INDIVIDUAL:</b>	Academy Advisory Committee (AAC)
<b>STATUTORY BASIS:</b>	Statutory Policy
<b>REQUIREMENT TO PUBLISH ON WEBSITE:</b>	Yes - Academies
<b>DATE CONSULTED ON BY JCNC:</b>	N/A
<b>DATE RATIFIED BY APPROVING COMMITTEE/INDIVIDUAL:</b>	Accessibility Plan to be approved by AAC in Spring Term 2021
<b>REVIEW PERIOD:</b>	3 yearly
<b>DATE DUE FOR NEXT REVIEW:</b>	July 2023
<b>REFERENCE NUMBER:</b>	AAT-007
<b>ADDED TO ALCUMUS BY:</b>	Lucy Ford
<b>DATE DISTRIBUTED/ADDED TO ALCUMUS:</b>	14 <sup>th</sup> October 2020

**High Expectations Lead to High Achievers**

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## Statement of Intent

Ambitions Academies Trust (AAT) is committed to taking all steps possible to avoid placing anyone at a substantial disadvantage and to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

AAT is committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness across AAT.

This policy must be adhered to by all staff, pupils, parents/carers and visitors.

Signed:



Principal

14<sup>th</sup> October 2020  
Date



CEO

14<sup>th</sup> October 2020  
Date

## **1. Legal Framework**

- 1.1. This policy has due regard to legislation including, but not limited to, the following:
- United Nations Conventions on the Rights of the Child
  - United Nations Convention on the Rights of Persons with Disabilities
  - Human Rights Act 1998
  - Special Education Needs and Disability Regulations 2014
  - Education and Inspections Act 2006
  - Equality Act 2010
  - The Education Act 1996
  - The Children & Families Act 2014
  - The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- 1.2. This policy has due regard to national guidance including, but not limited to, the following:
- DfE (2014) "The Equality Act 2010 and Academies"
  - DfE (2015) "Special Educational Needs & Disability Code of Practice: 0 – 25 years"
- 1.3. 1.3 This policy will be used in conjunction with the following Trust and Academy policies and procedures:
- Equality & Diversity Policy
  - Equality Information & Objectives
  - Early Years Foundation Stage (EYFS) Policy
  - Special Educational Needs Policy
  - Admissions Policy
  - Behaviour Policy
  - Supporting Pupils with Medical Conditions Policy
  - Curriculum Policy
  - Health & Safety Policy
  - Data Protection Policy
  - Academy Development Plan

## **2. Definition**

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.
- 2.2. The Equality Act 2010 means that academies cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

## **3. Roles & Responsibilities**

- 3.1. Staff members will act in accordance with the Academy's Accessibility Policy and Accessibility Plan at all times.

- 3.2. The Principal, in conjunction with the Academy Advisory Committee (AAC), will create an Accessibility Plan with the intention of improving the Academy's accessibility.
- 3.3. The AAC are responsible for monitoring the Accessibility Plan.
- 3.4. The AAC will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The Principal will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupils' induction, the Academy will establish whether the pupil has any disabilities or medical conditions which it should be aware of.
- 3.8. The Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The Principal, AAC and SLT will work closely with external agencies to effectively create and implement the Academy's Accessibility Plan.
- 3.10. The SENCO will work closely with the Principal and AAC to ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and AAC will partake in whole-Academy training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions e.g. understanding how to administer insulin.

#### **4. Accessibility Plan**

- 4.1. The Accessibility Plan will be structured to complement and support the Trust's Equality & Diversity Policy as well as the Special Educational Needs & Disability Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document e.g. Academy Development Plan.
- 4.3. The Academy's Accessibility plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the Academy within a given timeframe.
- 4.4. The Plan has the following key aims:
  - To increase the extent to which pupils with disabilities can participate in the curriculum.
  - To improve and maintain the Academy's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.

- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a 3-year period ahead of the next review date which will be Summer term 2023.
  - 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan some items will roll forward into subsequent plans.
  - 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
  - 4.8. The Accessibility Plan will be used to advise other Academy planning documents and will be reported upon annually in respect of progress and outcomes.
  - 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the Academy's website.
  - 4.10. An access audit will be undertaken by the AAC and SENCO every year.
  - 4.11. The Academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
  - 4.12. During Ofsted inspections the inspectorate may include the Academy's Accessibility Plan as part of their review.
  - 4.13. The Local Authority (LA) may provide auxiliary aids and services where necessary to help the Academy provide suitable support to pupils with disabilities.

## **5. Equal Opportunities**

- 5.1. The Academy strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The Academy is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The Academy will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all Academy activities.

## **6. Admissions**

- 6.1. The Academy will act in accordance with the Admissions Policy.
- 6.2. The Academy will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the Academy.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the Academy community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents/carers of pupils with an EHCP and pupils with SEND are invited to provide relevant details about the pupil's specific needs prior to transition so these can be discussed, and appropriate support identified.

## **7. Curriculum**

- 7.1. The Academy is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the Academy's curriculum due to their disabilities or impairments.
- 7.3. The Academy aims to provide a differentiated curriculum based around the specialisms to enable all pupils to feel secure and make progress.
- 7.4. The lead teacher for each subject and the SENCO will work together to adapt a pupil's Individual Plan with advice sought from outside agencies where appropriate to allow all pupils to reach their full potential.
- 7.5. Specialism training lessons will be adapted wherever possible to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the Academy.
- 7.9. Detailed information on pupils with SEND are given to relevant staff in order to aid teaching.

7.10. Specialist resources will be available for pupils with visual impairments such as large print reading books.

## **8. Physical Environment**

8.1. The Academy is committed to ensuring that all pupils, staff members, parents/carers visitors have equal access to areas and facilities within the Academy premises.

8.2. The Academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.3. The Academy has a lift to allow people with disabilities to access the upper floor.

## **9. Monitoring & Review**

9.1. This policy will be reviewed on a three yearly basis or when new legislation or guidance concerning equality and disability is published.

## **Outstanding Achievement for All**



## Curriculum

The AAC must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of themselves or their parents/carers. The grid below should be completed for the curriculum, physical environment and information provision.

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	To increase the use of differentiation techniques which improve the accessibility of the curriculum for students in line with their individual needs.	Staff will be provided with high quality CPD which improves their understanding of specific difficulties and provides them with strategies to differentiate resources.	Students will be better able to access the curriculum due to the differentiation techniques adopted by teaching staff as evidenced through Teaching and Learning reviews.	Apr 2021	All pupils with SEND successfully secure a post 16 destination at a course level suitable for their ability.	Termly
Medium Term	Provide further support for pupils and staff with visual impairments or dyslexic profiles to ensure that they can fully access the curriculum.	Whole Academy CPD focussing on the impact of font size, paper colour, font and visual presentation on comprehension and accessibility. Train staff on the use of technology to support difficulties resulting from visual impairments or features of dyslexia.	Close the gap for students with SEND to achieve the national average in progress 8. Pupils with SEND are able to access a broad and balanced curriculum. Pupils with EHCP are able to meet specific learning targets identified according to their needs.	May 2021	All pupils with SEND successfully secure a post 16 destination at a course level suitable for their ability.	Termly
Long Term	To develop human and physical resources to improve support for students whose principle need is SEMH.	Staff training in ELSA and nurture support. Identify and secure accommodation for a resourced provision for SEMH support.	Students with SEMH needs will be better supported allowing them to access the curriculum fully.	July 2021	Students with SEMH needs will successfully secure a post 16 destination at a course level suitable for their ability.	Termly

## Physical Environment

The AAC should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Location	Item to Improve Physical Access	Activity	Timeframe	Cost (est.)	Review
Short Term	All areas	General lighting levels throughout	Install LED lighting in all areas	1 year	nil	Nov 2021
Medium Term	All areas	Colour differential between floors, walls, handrails etc	To ensure 30-point colour difference between different surfaces	1 year	£1k	Nov 2021
	External paving	Ensure levelled flooring where external paving slabs may have lifted	Survey and carry out required repairs	1 year	£1-2k	Nov 2021
Long Term	Front Access doors	Controlled opening on front doors external and internal	Install mechanically operated automatic release mechanism for front doors. Internal and external.	2 years	£4k	Nov 2022

## Information

The AAC should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time and after taking into consideration pupils' disabilities and the preferences of themselves or their parents/carers.

	Target	Strategy	Outcome	Timeframe	Achievement	Review
Short Term	Review the accessibility of communication between Academy and home to ensure that it is clearly understood	Consult during parental engagement groups the information received and understood. Audit the current information delivery procedures.	Clear understanding of gaps in SEND parents and pupils accessing communication. Implement solutions to resolve the identified issues.	July 2021	All parents and pupils surveyed provide positive feedback that information is accessible	July 2021
Medium Term	Implement CPD to support the development of teacher understanding of reading comprehension ages of pupils within their practice	Make full use of Office 365 to check the accessibility of documents to pupils	All information delivered to pupils is accessible and pupils can apply the knowledge gained to further their learning	January 2022	Progress 8 score of pupils with SEND is at least in line with national average	July 2021
Long Term	Academy website is accessible to pupils and parents with SEND	Audit website and improve identified areas of weakness	All information is fully accessible	July 2022	Pupil / parent feedback is positive with clear understanding where important documentation and information is kept for reference	July 2021