

Accessibility Plan

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). 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.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she 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".

Aim

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
 - To reduce and eliminate barriers to access to the building and environment for all stakeholders in the academy including students, staff and visitors.
1. The academy's Admissions Policy and Individual Needs Policy are consistent with compliance with DDA (as amended by SENDA and the Equality Act).
 2. The academy recognises its duty under the DDA (as amended by the SENDA and the Equality Act):
 - a. Not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services.
 - b. Not to treat students with disabilities less favourably for a reason related to their disability.
 - c. To make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage.
 - d. To publish an Accessibility Plan that will increase access to education for students with disabilities.
 3. The academy recognises and values parent/carers' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parent/carers' and the child's right to confidentiality.
 4. The academy ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:
 - a. Highly tailored learning activities.
 - b. Effective formative assessment.
 - c. Explicit progress.

Plan	Impact	Responsibility	Timescale	Cost
1. Continue to develop a range of resources for students with physical, sensory and/or medical needs as and when needed	All students will have equal access to learning materials in the classroom	IN team Academy Nurse	Ongoing	Variable per year
2. Continue to develop systems to make full use of exam access arrangements for GCSE and P16, including updating and extending the amount of word-processors available in exams. Extend and train the amount of invigilators available to support additional access rooms	All students who have entitlement to provision will have appropriate resources and fully trained staff in place	Exams Officer D Ruszczak SENCO	Ongoing	c£500 per laptop needed
3. Ensure regular and effective training for support staff in the use of specialist evacuation equipment – EVAC chair	Robust procedures are in place for the evacuation of students/staff with limited mobility in the event of an emergency evacuation	Operations Manager Academy Nurse	Twice yearly	none
4. Ensure regular and effective training for support staff in moving, handling and toileting	The physical needs of all students are met	Operations Manager Academy Nurse	Twice Yearly	none
5. Ensure every subject has access to specialist equipment and furniture where necessary	No student has impaired access to learning as a result of a lack of equipment	LA Specialist Teams Academy Nurse SENCO IN Manager	As and when needed	Variable per year
6. Ensure that a team of qualified first-aiders are available to meet the physical and medical needs of students during the day, including meeting the needs of students with Type 1 diabetes and that a member of staff is trained to administer medication to students	All students have their physical/medical needs met during the school day	Operations Manager Academy Nurse	Ongoing	£400 for 12 first aiders
7. Ensure that regular and effective training to meet the needs of students with physical needs is provided to teaching and support staff	Learning is differentiated so that students with physical needs are able to access learning successfully	SENCO	Ongoing	None
8. Ensure that specialist input is available to students with physical needs as necessary, e.g. through local authority and NHS specialist teams and that staff responsible are familiar with the range of services on offer to students from external agencies	Additional support and expertise is provided where needed to all students	Academy Nurse SENCO	Ongoing	None

9. Ensure that appropriate paperwork for students with physical/medical needs is shared with all staff who work directly with them, including PEEPs and Health Care Plans	All staff who work with students are aware of the provision in place and their role in it	Academy Nurse	Ongoing	None
10. Ensure that specialist equipment and adaptations to the site in place for students/staff with impaired mobility are maintained to a high standard, including the two lifts, disabled access ramps, colour banding on columns, automated doors, specialist toilet and washing facilities and two ceiling mounted hoists	Access and movement around the Academy is not impaired for students/staff with additional needs	Operations Manager Site Team Academy Nurse	Ongoing	Variable per year
11. Ensure that all trips and visits are adjusted as far as possible to be accessible to all students, including those with physical/medical needs and those with impaired mobility	No student is excluded from trips/visits because of additional needs or disability	SENCO EVC Dept staff	Ongoing	Variable per year
12. Continue to extend and develop the use of provision maps to aid differentiation and Quality First Teaching and to ensure the removal of barriers to learning for students with additional needs	All students are able to fully access learning	SENCO	Ongoing	None
13. Develop a rigorous monitoring process of incidents of harassment and bullying of disabled students	Effective action is taken for all incidents. Harassment and bullying of disabled students is removed	SENCO HOY team Behaviour Support Vice Principal (Ethos)	Ongoing	Variable per year
14. Continue to promote inclusivity of all with the whole Academy community and to promote a culture of celebration of diversity	The Academy continues to grow as a truly inclusive environment	SENCO HOY team SLT	Ongoing	Variable per year
15. Develop and extend careers and preparation for working life to ensure no students with additional needs are NEETs	The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment	Head of Careers SENCO	Ongoing	Variable per year
16. Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	The gap for students working below age-related expectations is closed as effectively and quickly as possible	Heads of English and Maths SENCO Vice Principal (Curriculum)	Ongoing	Variable per year
17. Further increase representation of students with additional needs within the Academy community through participation in student voice activities, participation in extra-curricular activities, student council etc.	Student body representation will reflect its diverse nature	HODs D Vickerman SENCO	Ongoing	None