

TDAP015E

Accessibility Plan - Policy

Requisite: Legal			Responsible Committee: Finance & Premises		
Vers.	Approval Date	Committee	Head	Chair	Next Review Date
A	22/04/2015	Student Support			01/04/2017
B	15/05/2017	Finance & Premises			01/04/2019
C	14/01/2020	Finance & Premises			14/01/2021
D	26/04/2021	Finance & Premises			01/04/2022
E	14/06/2022	Finance & Premises		J Walker	01/04/2024

Introduction

This policy and plan has regard for the legislation and guidance from The Special Needs and Disability Code of Practice January 2015 which originated from The Children and Families Act 2014. It is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995 and The Equality Act 2010. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:

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

The Policy

Definition of Disability

Disability is defined within 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."

The Children and Families Act 2014 has further definitions:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them."

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

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- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.
- To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:

- increasing the extent to which disabled students can participate in the Academy curriculum
- improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery of information to disabled students, which is provided to students that are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication

Principles

The Academy recognises its duty to:

- ensure that compliance with the DDA and the Equality Act is consistent with the Academy's Equality Policy; its Equal Opportunities Policy; the operation of its SEND policy and any other Academy policy that has a focus and impact on disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers
- have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people
- publish an Accessibility Plan which shows how we plan to improve access progressively over time

The Accessibility Plan

- In performing their duties, Trustees and staff will have regard to The SEND Code of Practice, the Equality Act code of practice and the Disability Rights Commission (DRC) Code of Practice for Schools (2002)

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- The Academy recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The Academy provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students, ensuring inclusivity for all

We aim to:

- set suitable learning challenges.
- respond to students' diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of students.
- Accommodate the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities which the Academy already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The Academy offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation, including appropriate examination arrangements.

The Academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) Physical environment

The Academy has in place disabled access to the majority of its facilities and has ensured that such appropriate access has been and will be included in its future development of additional teaching spaces.

Where disabled access is not available to upper floors, classes and meetings are re-located to the ground floor.

Similarly, the Academy has ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users.

In keeping with best practice in the past, the Academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

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c) Provision of information

The Academy will strive to ensure that information is easily accessible by young people and parents and is set out in clear, straightforward language.

The Academy will also include details of how the curriculum is adapted or made accessible for pupils with SEND.

The Academy will make itself aware of local services, for providing information in alternative formats when required or requested.

• Revision Notes

Rev:A	original policy approved by Student Support Governors on 22 April 2015
Rev:B	Policy reviewed at Finance and Premises with Accessibility Plan on 15/05/2017 and agreed and approved by Full Governing Body on 19/05/2017
Rev:C	Policy Reviewed at Finance and Premises Committee meeting with Accessibility Plan on 14.01.2020
Rev:D	Policy Reviewed at Finance and Premises Committee meeting with Accessibility Plan on 26.04.2021
Rev E	Reviewed at Finance and Premises on 14/06/2022

***Appendix I**

The Governing Body's legal responsibility for safeguarding the welfare of children goes beyond basic child protection procedures. The duty is now to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies

- Complaints
- Safeguarding Children and Young people
- Behaviour
- Anti-Bullying
- Lettings and Use of Premises
- Special Educational Needs
- School trips
- Curriculum
- Children in Care
- Health and Safety
- Sex and Relationships Education
- Security
- Equality Diversity and Community Cohesion
- Students with Additional Needs
- Internet Access and Use
- Use of ICT and Website
- Young Carers
- Privacy, Confidentiality, Information Sharing and Data
- Whistle blowing

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider safeguarding matters.

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Target	Actions	Action by	Due date	Evidence of completion and impact
i. improvements in access to the curriculum	<ol style="list-style-type: none"> 1. Ensure appropriate deployment of support staff to support students with additional needs 2. Ensure high quality teaching, through CPD for all to improve disabled students' access 3. Ensure appropriate equipment and resources available to meet the needs of SEND students 4. Improve self-esteem in disabled students so that they fully interact and participate 5. Audit extra-curricular activities to ensure participation of disabled students 	SLT/SEND staff	ongoing	<ul style="list-style-type: none"> • Programmes of support. • Staff lists. • Disabled students with full access to the curriculum, working with independence when appropriate and interacting fully with peers. • Disabled students with full access to the curriculum. • Analysis of clubs
ii. physical improvements to increase access to education and associated services	<ol style="list-style-type: none"> 1. Development of better access for disabled students, ensuring that physical barriers such as steps and heavy doors are addressed to enable ease of access 2. Create and maintain ramps and handrails where required 3. Ensure that sufficient and appropriate washroom facilities are available 4. Create a time out room for one-to-one support for students with additional needs and behavioural difficulties 	SLT	Ongoing	<p>Site is almost fully accessible</p> <p>Addition of new lift in SEN block 2021. DT Block and main staff room tba. More added 2020/2021 New room used extensively to support individuals and small group work</p>

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<p>iii. improvements in the provision of information in a range of formats for disabled students</p>	<ol style="list-style-type: none"> 1. Consult with parents when necessary to provide information in the appropriate format. 2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for students. 3. Use 'School Comms' as a more efficient method of communication with parents. (text alerts and email) 	<p>Trustees SLT Staff</p>	<p>ongoing</p>	<p>Parents/carers/ students able to access fully information.</p>
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