



ACCESSIBILITY POLICY AND PLAN

SCOPE:	Academy Policy
AUTHOR/ORIGINATOR:	Principal and Estates Director
NAME OF RESPONSIBLE DIRECTOR/PRINCIPAL:	Academy Principals
APPROVING COMMITTEE/INDIVIDUAL:	Academy Priority Support Committee (APSC)
STATUTORY BASIS:	Statutory Policy
REQUIREMENT TO PUBLISH ON WEBSITE:	Yes - Academies
DATE CONSULTED ON BY JCNC:	N/A
DATE RATIFIED BY APPROVING COMMITTEE/INDIVIDUAL:	Accessibility Plan to be approved by APSC in Spring Term 2021
REVIEW PERIOD:	3 yearly
DATE DUE FOR NEXT REVIEW:	July 2023
REFERENCE NUMBER:	AAT-018
ADDED TO ALCUMUS BY:	Lucy Ford
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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:

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Principal

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Date

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CEO

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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 Schools"
- DfE (2015) "Special Educational Needs & Disability Code of Practice: 0 – 25 years"

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 schools 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-school 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 Academy's
- 4.2. Equality & Diversity Policy as well as the Special Educational Needs & Disability Policy.
- 4.3. The Accessibility Plan will be presented as either a freestanding document or as part of another document eg. Academy Development Plan.
- 4.4. 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.
- 4.5. 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, parent and visitors with disabilities.

4.6. The intention is to provide a projected plan for a 3-year period ahead of the next review date which will be Spring term 2023.

4.7. 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 plan.

4.8. 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.

4.9. The Accessibility Plan will be used to advise other Academy planning documents and will be reported upon annually in respect of progress and outcomes.

4.10. Both the Accessibility Policy and Accessibility Plan will be published on the Academy's website.

4.11. An access audit will be undertaken by the AAC and SENCO every year.

4.12. The Academy will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.13. During Ofsted inspections the inspectorate may include the Academy's Accessibility Plan as part of their review.

4.14. The 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 a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

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 curriculum due to their disabilities or impairments.

7.3. The Academy aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The Subject Lead 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. Physical education 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 procedure for the identification and support of pupils with SEND in place at the Academy.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- 7.10. Specialist resources are available for pupils with visual impairments such as large print reading books.
- 7.11. Learning Support/Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes.

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. Where entrances to the Academy are not flat, a ramp is supplied for access.
- 8.4. The corridor flooring and lighting is designed to support those who are visually impaired.

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/APSC 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	Ensure differentiation to enable all learners to make expected progress and beyond.	T&L CPD forms part of every INSET, with detailed strategies and monitoring to improve consistency and practice	Improved outcomes as a result of greater curriculum access, as evidenced by WVA and AAT reviews. Improved student experience of learning.	2020-2021 academic year	Improved SEND E and K Progress scores. SEND students secure meaningful post-16 destinations. Reflective of their ability	Termly
	All students are able to access the WVA remote curriculum	ICT access audit. Laptops and data for those who need it. Appropriate support for parents and students to enable access at home	Technology does not become a barrier to learning. Further lockdown restrictions do not adversely affect learning	Spring Term 2021	Improved student confidence and engagement in using ICT. Remote learning becomes an integral part of the WVA curriculum.	Termly
Medium Term	Ensure support for all students with ASC – particularly girls who effectively mask, and those with a dyslexia profile, to enable full access to the curriculum.	CPD for staff on recognising and developing strategies to support those with ASC, and on the use of technology to support students with dyslexia. Further development on the Hub sensory environment for de-escalation, nurture and understanding.	Teachers have a much better understanding of individual needs, and are confident in the strategies that can be employed. Students with sensory needs are supported and feel safe in school, with their specific needs understood, enabling them to succeed.	Spring Term 2022	Improved student confidence and wellbeing. Improved student learning experience. SEND students secure meaningful post 16 destinations reflective of ability.	Termly

Long Term	Ensure all students with SEND have the support they need through a robust and holistic approach to include wellbeing and positive mental health	To further develop a whole school approach to inclusion – both in the physical environment and the curriculum. To develop an outdoor sensory garden area for de-escalation and well-being for students and staff.	Students and staff receive timely and effective support for their mental health and wellbeing.	July 2022	Improved well being across the whole school, leading to greater engagement of students, improved attendance, behaviour and outcomes, and creating a positive experience of learning for everyone.	Termly
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Appendix 2

Physical Environment

The AAC/APSC 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	Colour differential between floors, walls, handrails etc	To ensure 30 point colour difference between different surfaces	1 year	£1k	Nov 2021
	External exits – various points across the site	Review the requirement/need around ramps	Install ramps where required	1 year	£7k	Nov 2021
Medium Term	Reception	Internal automation to the doors to improve access	Installation of a mechanically automated door	2 years	£3k	Nov 2022
Long Term	All areas	General lighting levels throughout	Install LED lighting in all areas	3 year	nil	Nov 2023
	Maths block and Main block	Disabled access to the first floor	Installation of passenger lifts to both the main and maths block	3 year	£40k	Nov 2023

Information

The AAC/APSC 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	Ensure assessment formats at KS3 enable learners to demonstrate their knowledge, regardless of their ability or SEND	T&L CPD for staff regarding the type of formative assessment to be used. End-of-unit assessment formats reviewed to identify best practice.	Consistency in T&L planning and practice regarding formative assessment. Consistency in KS3 formal assessment	July 2021	All students to demonstrate their knowledge and understanding effectively. Improved SEND E and K progress scores.	Termly
	Ensure T&L planning and practice recognises students' differing reading and comprehension ages.	T&L CPD for staff regarding reading and literacy skills. Development of DI interventions.	Student reading ages tested and monitored throughout KS3, identifying needs for interventions to improve overall reading and comprehension ability.	July 2021	Reading ages and literacy levels improve, enabling all students to access the KS4 curriculum by the end of Year 9.	Termly
Medium Term	Ensure communication within WVA and the community enables information to be shared effectively.	Audit of current communication opportunities, including the development of the website and various communication apps. Explore examples of good practice in other settings.	Communication gaps and barriers to information access are identified and solutions found for removal. Enabling greater engagement for students and parents	Spring 2022	Parents and students' confidence in accessing information increases leading to greater quality of home-school communication and engagement.	Termly
Long Term	WVA website is developed further to enable accessibility for all students and parents with SEND	Identify examples of best practice. Audit website using accessibility criteria, and identify areas for development.	WVA has a dedicated SEND page, clearly signposted and fully interactive. Accessible to everyone.	July 2022	WVA website remains compliant. Community feedback is positive regarding ease of accessing information.	Termly

