



## **ACCESSIBILITY POLICY & 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:</b>	Academy Committee
<b>STATUTORY BASIS:</b>	Statutory Policy
<b>REQUIREMENT TO PUBLISH ON WEBSITE:</b>	Yes
<b>DATE RATIFIED:</b>	JUNE 2022
<b>DATE DISTRIBUTED TO STAFF:</b>	JUNE 2022

**Outstanding Achievement for All**

## Contents

	<b>Page No.</b>
<b>Statement of Intent</b>	<b>3</b>
<b>1. Legal Framework</b>	<b>4</b>
<b>2. Definition</b>	<b>4</b>
<b>3. Roles &amp; Responsibilities</b>	<b>4</b>
<b>4. Accessibility Plan</b>	<b>5</b>
<b>5. Equal Opportunities</b>	<b>6</b>
<b>6. Admissions</b>	<b>7</b>
<b>7. Curriculum</b>	<b>7</b>
<b>8. Physical Environment</b>	<b>8</b>
<b>9. Monitoring &amp; Review</b>	<b>8</b>
<b>Appendices:</b>	
<b>1. Accessibility Plan – Curriculum</b>	<b>9</b>
<b>2. Accessibility Plan – Physical Environment</b>	<b>11</b>
<b>3. Accessibility Plan – Information</b>	<b>12</b>

## 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

Date

A handwritten signature in black ink that reads "Stan Thomas". The signature is written in a cursive style with a large initial 'S'.

CEO

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, AAC and Parents/Carers 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 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, parent 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 Spring 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 plan.
  - 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, covering curriculum, physical environment and information.
  - 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 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

### Appendix 1

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 develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitor through annual review of EHCP process	April 2021	Increased access to an appropriate curriculum for all pupils	
	All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers Monitor through annual review of EHCP process	December 2020	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils	
	To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled staff Monitor through Annual Review of EHCP process	September 2020	All pupils are supported to achieve their full potential	
	Ensure support for pupils with visual impairment is consistent across the academy and suited to the individuals needs	Review Pupil passports and Visual support service reports Ensure staff are clear on expectations and monitor to check they are in place.	Pupils needs are appropriately met and they are able to make good progress in all curriculum areas	December 2020	All pupils are supported to achieve their full potential	

Medium Term	Training for the AAC in terms of Raising Awareness of Disability Issues	Provide training for the AAC	Whole school community aware of issues relating to Access	Spring Term 2021	Society will benefit by a more inclusive school and social environment	
-------------	---	------------------------------	---	------------------	--	--

## 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.

	<b>Location</b>	<b>Item to Improve Physical Access</b>	<b>Activity</b>	<b>Timeframe</b>	<b>Cost (est.)</b>	<b>Review</b>
Short Term	To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	December 2020	Any additional furniture costs as needed	

**Appendix 3**

**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.

	<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>	<b>Review</b>
Short Term	Ensure all families, particularly PPG and SEND, are able to access Parent Pay	Identify parents not signed up Elicit barriers preventing this and provide appropriate support to ensure parents are signed up Monitor use of ParentPay and highlight any families that may need additional support to access information, make payments etc and support as appropriate.	100% children have at least 1 parent signed up to ParentPay	December 2020	All children are supported as parents all have relevant information	

