

E-ACT Pathways Academy Academy Accessibility Plan

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	December 2018
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

Accessibility Plan [2015 - 2018]

1.1 Introductory statement

This Accessibility Plan (**Plan**) has been drawn up in consultation with staff parents and pupils of the Academy and covers the period from September 2015 to December 2018. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

- 3 The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies one main building and one modular unit. The modular unit is accessible by an access ramp and has 3 classroom spaces, pupil, staff and disabled toilets. The main academy building is built around a central quadrangle and has varying floor levels accessible by small flights of steps. All areas of the main academy building are accessible via external doors and a wheelchair lift is available. The front elevation of the academy is 2 storey accessible by a single flight of stairs. The academy main building comprises 17 classroom bases all of which have access to the 2 disabled toilets. All outside sports and ground facilities are accessible to all. All areas are wide enough to enable access for everyone with the exception of the second floor in the main building when alternative arrangements could be accommodated if necessary. Individual staff and pupil needs would be catered for as necessary.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy

- special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

4 Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.		Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
Short term	To provide staff with detailed, bespoke care/behaviour plans of pupils needs with disabilities	Care plan process is combined information from transition period, parent/ carer input. These are completed by the SENCO and Senior Learning Mentors with input from external agencies where necessary. Documents are saved centrally for all staff to access. Individual care plans etc are shared with relevant staff via hard copies.	Staff and pupils have a clear understanding of pupil needs and strategies in which to support them effectively	Met	Staff have access to care plans which detail specific strategies to support students with disabilities
Short term	To maintain detailed bespoke access arrangements to allow pupils	Provide staff and pupils with appropriate resources needed to access	Staff and pupils have a clear understanding of the	Met	Pupils provided with equipment and understand how to

	to access internal and external examinations and assessments.	examinations, ie modified papers, readers, scribe.	resources available to support exam access arrangements		access them. Pupils access internal and external examinations with the appropriate support.
Short term	To maintain access to the curriculum for appropriate students	Access to Willow Group	Pupils with autism within the academy have a bespoke provision appropriately staffed.	Met	Unit in operation meeting the identified needs of pupils.
Medium term	Through transition procedures aiming to collate detailed information about pupil need and disability before they attend the academy.	<p>SENCO conducts home/school visits and meetings to ensure that the right information is recorded.</p> <p>SENCO would provide additional transition days for students to familiarise themselves with the academy building and address any possible support needed to access the curriculum</p>	<p>SENCO has detailed strategy bank detailing the best ways to support pupils.</p> <p>Pupils and families have the opportunity to share information before they attend the academy.</p>	Ongoing all year	Success transition to the academy. SENCO has detailed strategy bank detailing the best ways to support students.

Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?
- are classrooms optimally organised for disabled pupils?
- are lessons responsive to pupil diversity?
- do lessons involve work to be done by individuals, pairs, groups, whole class?
- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?
- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?
- do you provide access to computer technology appropriate for pupils with disabilities?
- are there realistic expectations of all pupils?
- do staff seek to remove all barriers to learning and participation?
- are pupils encouraged to take part in music, drama and physical activities?
- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	Ongoing	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Met	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Met	Improved facilities for disabled students and visitors.
Long term	Enable disabled pupils and visitors to access the ground floor of the School building. Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding.	Having secured capital resources from the LA the school's entry areas will be fully accessible.	Met	Physical accessibility increased.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the LA.	Ability of disabled pupils to access all areas of the School.	Met	Improved access to educational facilities.

Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around the Academy without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?
- are pathways of travel around the Academy site and parking arrangements safe, routes logical and well signed?
- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
- are non-visual guides used, to assist people to use buildings?
- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?
- are areas to which pupils should have access well lit?
- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
- is furniture and equipment selected, adjusted and located appropriately?

Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Medium term	Obtain specialist advice and training to enable staff to support pupils with disabilities as and when required.	Appropriate staff training as and when required.	Appropriate advice and guidance to be documented on pupil care plan.	Ongoing As and when required	Staff confident to deliver appropriate task and curriculum content as well as ensuring quality first teaching for all disabled pupils.

Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
- do you have the facilities such as ICT to produce written information in different formats?
- do you ensure that staff are familiar with technology and practices developed to assist people with disability