

Draft Accessibility Plan 2024- 2026

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

‘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.’

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long term’ means ‘has lasted or is likely to last more than 12 months.’

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Our planning addresses the following areas:

Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents/carers and visitors.

School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.

Support services – access to services within and external to the school to support families where a disability is identified.

Awareness – building awareness of staff through training and development whilst also heightening children's awareness of issues related to disability.

Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Processes for identifying barriers will include:

Feedback from premises committee following site inspections, feedback from users of the school, needs review for enrolment of pupils through discussion, APDRs, SEND Support records, EHCP information and recommendations from the professionals, information for parents and carers.

Monitoring of plans and attendance at extra-curricular clubs will be undertaken by:

The SEND/Inclusion Team, the Senior Leadership Team, the Headteacher and the Governing Body including the Premises and Health and Safety Committee, the Curriculum and Standards Committee.

PHYSICAL FACILITIES

Summary of progress to date in last three years

- The assessment of the academy is that there is good access to the curriculum and this is demonstrated by the results achieved by students with disabilities.
- The physical sites cover a large area, despite this, access is assessed as good.
- There is wheelchair access to the majority of the school site and changing and toilet facilities are undergoing improvements.

Objectives for improvement in next three years

- improve access to entrances to the academy e.g. handrails
- ensure signage & lighting considers the needs of differently abled people
- building and maintenance work considers the needs of differently abled people

THE SCHOOL CURRICULUM

Summary of progress to date in last three years

- the curriculum has been reviewed to promote equality of opportunity for disabled students, to ensure that disabled students are not treated less favourably for reasons related to their disability.
- ensure all corridors are freely accessible and safe.
- remove as far as possible barriers with make it hard of a person who has difficulties with mobility, physical coordination, manual dexterity, continence ability to lift, carry or move everyday objects, speech, hearing, sight, memory or ability to learn, concentrate or understand or are unable to perceive risk or physical danger.

Objectives for improvement in next three years

- ensure that all students understand and are considerate for disabled groups
- improve the application of adaptation in all classes
- improve application of adaptive teaching, understanding and response to specific needs of students
- ensure exam access arrangements allow fair access to all pupils
- provide considered timetabling that accounts for need and ensure fair and equitable access and opportunity

SUPPORT SERVICES

Summary of progress to date in last three years

- Student support services have been improved significantly
- Support for learners with additional needs has had investment e.g. SEND staffing, The Bridge Implementation, Student Support Services.

Objectives for improvement in next three years

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| <ul style="list-style-type: none"> • Support students with additional needs to have access to information and resources for learning out of school time. • Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND. • Ensure all information to parents is available via a range of media and formats including Parent Apps. • Ensure parents with additional needs at school events such as parent evenings are supported e.g. audio/physical need. |
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AWARENESS

Summary of progress to date in last three years
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| <ul style="list-style-type: none"> • Form time/assemblies and Learning for Life curriculum have been updated • training for staff regarding needs of individuals and groups of students. • reviewed and considered planning of access arrangements |
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Objectives for improvement in next three years

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| <ul style="list-style-type: none"> • To ensure that students understand and are considerate of disabled groups. • Ensure all relevant staff are appropriately trained to deliver adapted/differentiated support to pupils with specific medical conditions and additional needs. • Provide considered support for trips and visits ensures fair and equitable access and opportunity. |
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COMMUNICATION

Summary of progress to date in last three years
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| <ul style="list-style-type: none"> • primary and secondary review of communication - comms are screened for readability • communication is phase/year/student specific |
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Objectives for improvement in next three years

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| <ul style="list-style-type: none"> • Ensure all information to parents is available via a range of media and formats including Parent Apps. • Ensure letters and information to parents is available via written, online, parent-mail. • Ensure support is available as need arises, e.g. Interpreter/sign language.Target disadvantaged for participation. |
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