

ACCESSIBILITY PLAN

1. Introduction

- 1.1 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards all people involved in the Academy, with disabilities, under Part 4 of the DDA:
- Not to treat anyone with a disability less favourably for a reason related to their disability
 - To make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage
 - To plan to increase access to education for disabled pupils.
- 1.2 This plan sets out the proposals of the Governing Body of the Academy to increase access to the facilities and resources of the Academy for pupils and adults with disability, in line with the three areas required in the DDA:
- Increasing the extent to which disabled pupils can participate in the curriculum of the Academy
 - Improving the environment of the Academy to increase the extent to which pupils and adults, with disability, can take advantage of education and associated services
 - Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.3 It is a requirement that the Academy's accessibility plan is resourced, implemented, reviewed and revised as necessary.

2. The purpose and direction of the Academy

- 2.1 The mission statement and Christian Ethos of the Academy identifies its focus and dedication to the children, young people and adults of the local community, which includes all those with disabilities. This commitment also includes those who may wish to work within the Academy, and may have disabilities. Through its ethos, environment and curriculum the Academy will enable each individual to realise their true potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment, with its high quality specialist facilities and resources, supports social inclusion and provide a safe and secure place where everyone matters.
- 2.2 Within the context of the mission statement the Academy clearly identifies its commitment to inclusion and ensuring everyone matters, and this includes disabled pupils.
- 2.3 The Academy is committed to removing barriers for pupils and adults with disabilities and aims to include them in all aspects of Academy development. The Academy is committed to ensuring that they have a voice within the Academy and are actively engaged in contributing to the identification and development of the provision for pupils and adults with disabilities.
- 2.4 The Academy has an Equal Opportunities Policies which identifies its commitment to providing whatever is necessary in order to ensure equality of access for pupils and

adults with disabilities.

2.5 The inclusion statement in the National Curriculum describes the responsibility placed on schools to provide a curriculum that meets the specific needs of individuals and groups of pupils and this effectively links with the Academy's policy and practices in relation to SEN, in order to ensure that every pupil in the Academy is effectively included.

2.6 The Academy works with staff in order to ensure that within the policies, practices and procedures of the Academy consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.

3. Information relating to pupils and adults involved in the Academy

3.1 The Academy will continually assess the needs of pupils and adults involved in the Academy, both in relation to the core work of the Academy and Extended Services. In relation to this, where a specific disability is identified the Academy will endeavour to work to provide the resources/ adaptations required, in order to ensure equality of access.

3.2 In response to the first two years of the Academy, a review of strengths and areas for development has taken place and the findings of this are identified below:

Strengths:

- Physical environment to support access of pupils and adults with physical disability
- Adaptation of curriculum areas, including specialist areas, in order to ensure full participation by pupils with physical disability
- Whole school approach to the use of 'signs/ symbols' to reinforce the understanding of verbal language
- Whole school use of an agreed positive, language framework in order to support pupils with SEN and behaviour needs
- The provision of additional resources to support individual pupils in accessing the curriculum eg laptops
- The acceptance of 'disability' within the Academy, by pupils and staff
- The 'opening up' of the Academy to all members of the local community.

Priorities for Development:

- Academy Induction Programme to include awareness raising re meeting the needs of disabled pupils and the three key duties towards disabled pupils in the DDA
- Further development of the curriculum, especially in relation to PE, in order to ensure that individual programmes of study are developed in line with accessibility
- To further develop the environment to ensure that it effectively supports pupils and adults with visual impairments or communication difficulties eg coloured strips on steps, tactile symbols at key places, visual signs to reinforce key messages, large print

4. Increasing disabled pupils participation in the curriculum of the Academy

4.1 Curriculum developments to improve participation for disabled pupils will be a continual improvement for the Academy, and will be developed in line with the

Academy's work, involving the use of 'Assessing Pupils' Progress' (APPs) in order to develop individual learning programmes for all pupils. This development work will seek to engage partners from other schools and organisations and look at maximising the use of ICT and additional adults, to maximise personalised learning.

5. Increasing disabled pupils participation in the wider school activities

5.1 The Academy is committed to ensuring that disabled pupils are, as far as possible included in school life which includes wider school activities.

5.2 In line with this, although all pupils are able to access wider school activities, additional activities and targeted opportunities are provided, in some cases with additional resources provided, in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities.

6. Improving the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services.

6.1 The Academy is a new building and DDA requirements have been fully considered in relation to all aspects of the building. The Academy will continue to consider building requirements in relation to disabled pupils, especially in relation to furniture layout in rooms, and regular disability checks of the building are carried out.

7. Management, co-ordination and implementation

7.1 In response to the above this plan is reviewed annually and priorities for development identified in line with findings.

7.2 The Principal, with support from the Senior SEN Leader, Deputy Principal Finance and Resources and Deputy Principal Teaching and Learning, is responsible for co-ordination and implementation of the plan.

20th November 2006

25th May 2008

1st June 2010

24th August 2012