



HuishEpiscopi

Policy Document

Accessibility Plan

2016-2019



Document title				
ACCESSIBILITY PLAN				
Status			Committee/Board	
Statutory Document			Finance, Audit & Premises	
Date adopted			Review date	
25 April 2016			3 years – April 2019	
For public access on request <i>Tick as appropriate</i>			Lead Academy Staff/Director	
Post		Online		Business Manager
Notes				



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ACCESSIBILITY PLAN

September 2015 to August 2018

Section 1: Purpose

All schools are required by the Equality Act 2010 to implement an Accessibility Plan which increases access to education for students with disabilities in the following three areas:

- Increasing the extent to which students with disabilities can participate in the Academy **curriculum**; expanding the curriculum as necessary to ensure that students with a disability are as equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services; this covers improvements to the **physical environment** of the Academy and physical aids to access education.
- Improving **information** delivery to students with disabilities. Examples might include hand outs, timetables, textbooks and information about the Academy and Academy events. The information should be made available in various preferred formats within a reasonable time frame.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Students
- Parents of students
- Employees
- Directors
- External partners

Definition of Disability:

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Section 2: Aims & Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Provision of training for hearing impaired students; • Dyslexia Friendly School Status. • Additional literacy classes, differentiated curriculum, personalised timetables for students with complex needs 	<p>Short term: Staff members have the skills to support students with SEND. Good communication across the Academy ensures emerging needs are acted upon in a reasonable time.</p> <p>Medium term: Whole Academy community aware of issues relating to access to the curriculum</p> <p>Long term: Full access to appropriate curricula will result in improved and sustained academy progress for students with SEND.</p>	<p>Discuss perception of issues with staff to determine the current status of academy.</p> <p>Provide appropriate training for teachers on recognising specific needs and differentiating the curriculum</p> <p>Provide training for governors, staff, students and parents</p> <p>Appropriate curricula to be developed.</p>	<p>Assistant Principals SENCO Teaching staff Support staff</p> <p>Assistant Principals SENCO</p> <p>Assistant Principals SENCO</p>	<p>September 2016</p> <p>August 2017</p> <p>August 2018</p>

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • Provision of accessible car parking; • Appropriate colour schemes across the Academy to improve accessibility for users with visual impairment; • 'Deaf Alerter' pager system introduced; • Clos-o-mat system installed in toilet; • Automated entrance doors. 	<p>Short term: Provision of up to date information regarding the accessibility of the Academy site</p> <p>All entrances to the Academy to be accessible.</p> <p>Medium term: Provision of accessible changing rooms for PE.</p> <p>Improve general conditions to external surface.</p> <p>Long term: All classrooms fully accessible.</p>	<p>Audit of physical environment included in site master planning.</p> <p>Installation of drop kerb from car park to main reception;</p> <p>Installation of accessible changing area</p> <p>Replacement of tarmac/paving.</p> <p>Construction work to take place to provide levelled access to classrooms</p>	<p>Business Manager & Site Manager</p>	<p>December 2016</p> <p>May 2017</p> <p>August 2017</p> <p>2018/19</p>
<p>Improve the delivery of written information to pupils</p>	<p>Encourage use of computer software to read written information to students. Encouraged use of coloured overlays in the classroom when students are reading.</p>	<p>Short term: Students have access to information in a variety of formats.</p> <p>Website is fully accessible.</p> <p>Medium term: Training sessions for staff regarding good communications systems</p> <p>Long term: All Academy brochures, Academy newsletters and other information for parents are available in accessible formats.</p>	<p>Audit of how information is provided to students and how this can be more accessible using local services.</p> <p>Adults working at and for the Academy are aware of the importance of good communications systems.</p> <p>Training sessions for staff</p>	<p>SENCO Assistant Principal</p> <p>SENCO/Assistant Principal</p> <p>Business Manager</p> <p>SENCO</p>	<p>Academic Year 2016/17</p> <p>Academic Year 2016/17</p> <p>September 2018</p>

3: Accessibility Co-ordinators:

The Accessibility Plan co-ordinators are as follows:

- Assistant Principal responsible for vulnerable groups of students
- SENCO
- Progress Leaders
- Business Manager

A record log of meetings will be maintained. They will consult with the Principal and Senior Leadership Team, and others as appropriate. In addition, the Co-ordinators seek advice from those professional advisors deemed appropriate.

The Co-ordinators' responsibilities are:

- To review annually the Academy's policies, procedures and facilities to maximise accessibility to the Academy by those with additional needs
- To make recommendations to improve accessibility through amendments to the Disability Access Plan

4: Awareness of Accessibility Plan:

The Policy has been prepared by the Accessibility Plan Co-ordinators and endorsed by Academy Directors. Copies are made available to all staff and those involved in the Admissions' Process. Parents of existing students have been advised of this policy via the Academy's website and the Academy supplies copies of this policy to all who request it. A copy is available on the Academy website.

The Accessibility Plan Co-ordinators meet regularly to monitor implementation of this plan and to revise it annually.

Those with special needs have been part of the community at the Academy for many years; this plan is a mechanism to improve inclusion. Most of the support mechanisms for disabled students and those with additional needs are already in place and physical alterations to the premises will continue. The Academy is not complacent and is actively working to improve its accessibility to disabled students, parents, staff and the public.

5: Associated Documents:

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

- Admissions
- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety
- Inclusion
- Special Needs
- Behaviour Management
- Academy Improvement Plan
- Academy Prospectus
- Teaching and Learning File

6: Monitoring and Implementation:

- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
- The terms of reference for all Directors' committees will contain an item on "having regard to matters relating to Access".
- The Academy Prospectus will make reference to this Accessibility Plan.
- The Academy's complaints procedure covers the Accessibility Plan.
- The Plan will be monitored through the Academy Board's Finance, Audit and Premises Committee.

Approved by Finance, Audit and Premises Committee: 25 April 2016
Date for review (3 years): April 2019