

Accessibility Policy

Committee/Person(s) Responsibility: **Academy Outcome Director**

Distribution: **Visible Learning Website**

Review Date: **January 2017**

Policy written by Julie Cathcart and approved at the Trustees Board meeting August 2014. This policy will be reviewed annually.







Document Reviews

Version	Date	Approved/ Reviewed	Comments	Initial
1.0	July 2014	August 2014		JAC
1.0	January 2016	January 2016	No changes	MS/LR
1.0	August 2017	August 2017	No changes	NH

Accessibility Policy

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility in the spirit of the Equality Act 2010 and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

-  Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education
-  Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers learning and teaching and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum
-  Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame
-  Attached are Action Plans, relating to these 3 key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis
-  Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010
-  The Action Plan for physical accessibility will in future relate to the Access Audit of the school. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period

- 👍 The School Prospectus will make reference to this Accessibility Plan
- 👍 The school will work with the fellowship in developing and implementing this plan

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

- 👍 Curriculum policy
- 👍 Single Equalities Scheme
- 👍 Health & Safety (including off-site safety)
- 👍 SEND Policy
- 👍 Behaviour Policy
- 👍 School Improvement Plan
- 👍 Asset Management Plan
- 👍 School Prospectus
- 👍 Teaching and Learning Policy
- 👍 Community Cohesion Plan

Access Plan

Rooms

- 👍 Accessible through doorways
- 👍 Arrangement of furniture to allow free wheelchair movement

Furniture

- 👍 Height of desks to be appropriate to accommodate wheelchair users comfortably
- 👍 Invest in specialist ovens where there are food technology areas
- 👍 At least one science classroom to have adjustable height work benches with gas taps

Doors

- 👍 Number of sensory electronic doors to be increased in high use areas, of particular importance access to reception
- 👍 Number of button pressed self-opening doors to be increased across the premises

Steps/Stairs

- 👍 Contrast colour on edge of step/stairs
- 👍 Where necessary emergency evacuation equipment fitted to stairs

Access to buildings

- ♥ Ramps required
- ♥ Doors require adapting for wheelchair access

Speed bumps

- ♥ Where there are speed bumps on site, they should allow wheelchair access to the side of them

Written

- ♥ The ability to produce information in Braille

Hearing impaired

- ♥ Acoustic sound checks of classrooms including indoor PE areas and large social areas

Training staff

- ♥ In the correct manual handling of disabled people
- ♥ The use of hoists and the evacuation chair: to ensure more teaching and support staff are trained in this procedure (where necessary)

Area for Pupil Personal Care

- ♥ The use of which is restricted to trained staff which includes a storage area for disabled persons' equipment

Pupil awareness

- ♥ Ensuring all pupils understand the difficulties faced by disabled pupils to create a more welcoming environment

Transport

- ♥ College to ensure funding for specialist wheelchair access to public and privately owned vehicles on educational visits.

Disabled parents/visitors to college and parents' evening

- ♥ Identify in advance disabled visitors to ensure routes to destinations are accessible
- ♥ Offer appropriate accommodation where necessary to visiting associates
- ♥ Make it aware to staff members that they may be asked to relocate to meet disabled visitors
- ♥ Advertise the importance of parent return forms for those in need of wheelchair access or who have mobility issues prior to arrival at the school

Accessibility Plan – September 2017

Improving the physical access to the school				
Items pending		Activity		Timescales
Ramp to front door		Feasibility study		End of Academic Year 2017/18
Car Parking		Review resurfacing ramp to external doors from car park		End of Academic Year 2017/18
Vertical movement and internal level change		Feasibility Study		End of Academic Year 2017/18
Improving the curriculum access at the school				
Target	Strategy	Outcome	Timeframe	Achievement
Improved outcomes	Differentiation in teaching	Improved progress and attainment	End of Academic Year 2017/2018	
	Staff training in the use of provision maps, support and personalised provision (including intervention)	Improved progress and attainment	End of Academic Year 2017/2018	
	TAHMs	Improved understanding of social , emotional and mental well-being resulting in improved support and outcomes for children	End of Academic Year 2018/2019	
Improving the delivery of written information at the school				
Target	Strategy	Outcome	Timeframe	Achievement
Wider access to school information	Review website	New Website in place	Point of conversion	
	Reviewed formats, particularly those new to the school, for EAL families	Key Information available in a range of relevant languages	September 2018	