Duke's Aldridge Academy – Accessibility Plan

Policy title:	Duke's Aldridge Academy Accessibility Plan
Date adopted:	April 2018
Date of next review:	
SLT lead:	
Statutory Requirement:	Yes

1.   Context

1.1   The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the SEND Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the academy is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

   a) To increase the extent to which disabled students can participate in the academy's curriculum.

   b) To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the academy.

   c) To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

2.   Aims

2.1   Duke's Aldridge Academy's diverse and inclusive community will be a centre of excellence in learning, where all students, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2   All students will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Students will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3   To ensure all disabled students are fully involved in school life and are making at least expected progress.

2.4   To identify barriers to participation and find practical solutions to overcoming these.

2.5   To work collaboratively with disabled students and their parents/ carer to create appropriate provision, including requesting Statutory Assessments for those young people who qualify for an EHCP.

2.6   To increase confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.

2.7   To meet the requirements of the Equalities Act and SEND Code of Practice in respect of disabled students.

3.   Definitions

3.1   Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect in his or her ability to perform normal day-to-day activities."

3.2   Special Education Needs (SEND COP September 2014)

"A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficult or disability if he or she:

    a)   Has a significantly greater difficulty in learning than the majority of others the same age, or

    b)   Has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for other of the same age in mainstream schools. This will include students with medical needs."

4.   The Accessibility Plan

4.1   This plan summarises our development priorities in the three areas specified by the Disability Act, as described above. The academy is also committed to making reasonable adjustments for individual students to ensure all students are able to be involved in every aspect of academy life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled students can participate in the school's curriculum

4.2   Students with SEND (special educational needs or disability) are given access to the curriculum supported by the academy's specialist SEND provision and in-line with the needs of the individual and the wishes of their parents/ carers. Every effort is made to educate students with SEND alongside with their peers in a mainstream classroom setting. Where this is not possible, the Head of

Differentiation/ SENCO consults with the students and parents about proposed flexible arrangements.

4.3 The academy curriculum is regularly reviewed to ensure that it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes educational visits and enrichment curriculum.

4.4 Our SEN Information report and our Special Educational Needs Policy outline the provision the academy already has in place to support students with special educational needs and disabilities (SEND). This includes:

- Identification of SEND at an early stage through liaison with Primary Schools, supported by individual provision maps and the SEND register.

- Keeping staff fully informed of the special educational needs/ disability of any student in their charge, including sharing specialist assessment reports, pupil profiles, medical reports and student/ parent feedback.

- Listening to student and parent/ carer views and taking them into account in all aspects of academy life.

- Regular training opportunities for staff in SEND and appropriate teaching and learning strategies.

- Increasingly specialised in-class support or guidance from trained Teaching Assistants.

- Specific specialist intervention to build skills (literacy, numeracy, communication, for example) in small groups or adapted timetables.

- Specialist advice and training from other professionals (for example Speech and Language Therapist, Educational Psychologist, physiotherapist, hearing impaired service, etc) on how to adapt the curriculum and teaching strategies for individuals.

- Special access arrangements for internal and external exams.

- Specific target setting and monitoring to ensure all students with SEND make at least expected progress and accelerated progress in intervention groups.

- Ready access for parents to staff and ongoing home-school liaison.

- Specialist career's advice and programmes from Year 7 through to Year 11.

- Multi-agency support coordinated by the academy's Pastoral Assistant Headteacher and SENCO.

Further developments

4.5   The school will review its SEN support together with input from specialist teams such as Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service to ensure that appropriate guidance, advice and equipment is provided for students with particular access or support needs.

b) The school environment already has many features that ensure accessibility to students with disability.

4.6   These include:

    a) Three lifts giving access to all floors of the buildings.
    b) Ramps into and within the academy providing access to all areas on the ground and first floors.
    c) Disabled toilets on all floors around the academy.
    d) Lift keys are available for students with short term or long-term disabilities. This allows students to access the first floor independently.
    e) Fire evacuation chairs for supporting students with limited mobility down the stairs in-case of an emergency.
    f) All parts of the playground are fully accessible for students with limited mobility.

Further developments

4.7   We will continue to make improvements to the school environment over time. The academy will carry out an accessibility audit every three years in advance of reviewing this policy. This will assist in identifying further developments. Furthermore, the academy is eager to strengthen links with the Vale Special School so that we might learn from their practice how to improve our support for students with disabilities.

c) Improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

4.8   Teachers and TAs consider the needs of each student in order to provide accessible learning resources for them. Use of digital technologies, and interactive whiteboards, have diversified the ways in which information is presented to all students.

4.9   Additionally, the academy has the following approaches:

a) Differentiated resources with particular attention to reading ability, plain English, images and layout.
b) Laptops and other digital technologies.
c) Coloured overlays for texts.
d) Readers, scribes, laptops and/ or additional time in dedicated rooms, where appropriate.
e) A Teaching Assistant who has been nominated the academy's Sensory Champion, who liaises with staff and other agencies to ensure that students with disabilities have all their additional needs met.

Further development

4.10   The following opportunities to improve further will be explored:

a) Opportunities provided by digital technologies.
b) Regular, clear and relevant information alongside close liaison with parents and carers.

5.   Responsibilities

5.1   All staff are responsible for removing barriers to learning for disabled students.

5.2   All leaders are responsible for improving accessibility within their area of responsibility.

5.3   The Governing Body is responsible for the approval of this plan, through the **???** committee.

5.4   The Principal is responsible for ensuring the resourcing, implementation and updating if this plan,

5.5   The Head of Differentiation/ SENCO is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting the needs of disabled students.

6. Review

6.1 This Accessibility Plan has the status of a policy on the Governing Body and is reviewed every three years. Detailed scrutiny of the plan will be undertaken by the academy's Governing Body. The views of disabled students and parents will feed into the next review.