Policy Documents Control Sheet

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Policy Validity Statement

This policy is due for review by the date shown above, after which it may become invalid. Policy users should ensure that they are consulting the currently valid version of the document.

C O N T E N T S

Accessibility Policy: The Sir Robert Woodard Academy

Introduction and Equality Duty Act 2010

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to include education. Disability Discrimination Acts regulations have now been subsumed by the Equality Duty Act of 2010 so this policy links directly with The Sir Robert Woodard Academy's Equality Policy.

Since 2002, the Academy Council has had three key duties towards disabled students, under Part 4 of the Disability Discrimination Act:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to increase access to education for disabled students

The Accessibility Plan sets out the proposals of the Academy Council to increase access to education for disabled pupils in these three areas:

- increasing the extent to which disabled students can participate in the Academy curriculum
- improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services
- improving the delivery to disabled students of information which may otherwise be less readily accessible to them

It is a requirement that the Accessibility Plan is appropriately resourced, implemented, reviewed and revised as necessary and reported on annually. More detailed action plans, linked to the Academy Improvement Plan, will show how the Academy will address the priorities identified in its Accessibility Plan. The Accessibility Plan will run from 2020-23 and will be renewed every three years.

Definitions and Duties

Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.
The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language and/or Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a student is disabled. It is the effect on the student's ability to carry out normal day-to-day activities that has to be considered. The test of whether an 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

A student's ability to memorise, concentrate, learn, speak, and move is central to their education. An impairment that has a long term and substantial effect on a student's ability to do these things may therefore amount to a disability.

The Academy will actively promote the ethos outlined in its Equality Policy when working towards the achievement of strategic priorities in the Accessibility Plan; the Academy will ensure that the needs of individuals with disabilities are taken into account at all times. The Academy recognises the need for there to be a proactive rather than reactive attitude to disability and will actively seek to:

- promote equality of opportunity between persons with a disability and other persons
- eliminate discrimination that is unlawful under the Equality Duty Act
- eliminate harassment of persons with a disability that is related to their disabilities
- promote positive attitudes towards persons with a disability
- encourage participation by persons with a disability in all aspects of Academy life within the educational setting
- continue to be mindful of disabled persons' disabilities to ensure that all reasonable steps are taken to ensure that they are not prevented from participating

Accessibility Planning

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001 places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled students and prospective disabled students. The Academy Council also aims to improve accessibility for disabled parents and carers, staff and visitors to the Academy.

The Academy Accessibility Plan therefore endeavours, within the resources available, to:

- ensure that all teachers and support staff have access to information regarding disability and make reasonable adjustments in teaching that are appropriate and demonstrate high expectations for the student
- monitor the extent to which disabled students can participate in the Academy's curriculum through scrutinising Medium Term Overviews and conducting learning walks

- allocate adequate resources to maximise the implementation of any plan to ensure that reasonable adjustments are in place so that disabled pupils are not placed at a substantial disadvantage within the Academy community
- improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of their education and associated services provided or offered

The Academy will take all appropriate steps to ensure that all staff and councillors are aware of the implications of this policy and, through training and development opportunities, embed good practice across all aspects of Academy life.

In the next 3 years, 2020-23 the Academy Accessibility Plan will actively seek to:

- carry out an appropriate site audit to identify existing problems and to improve access to existing buildings and classrooms as necessary (physical)
- ensure that the design of any refurbishments to buildings takes full account of the needs of disabled students (physical)
- continue to systematically revise and update Medium Term Overviews across the curriculum to make sure appropriate support for all learners (curriculum)
- take appropriate steps to ensure that the voice of disabled students is taken into account for Continued Professional Development of all staff (curriculum)

The Academy will always try to ensure that every student has the best opportunity to achieve. We will make 'reasonable adjustments' to our practices and policies to meet the needs of disabled students.

In order to monitor 'access to the curriculum', regular lesson observations, as part of systematic Quality Assurance procedures, will consistently evaluate aspects of inclusion in teaching and learning. Revisions to Medium Term Overviews will include taking appropriate steps to ensure that all students, including those with disabilities, can access the curriculum. Yearly INSET programmes to staff will include the needs of disabled students and information on any Non Standard Entry students will be shared with all staff.

Improvements to the 'physical environment,' will take full account of the needs of disabled students within the resources available. Planned audits of the Academy site, linked to the development of plans for any refurbishment of the existing relatively new buildings, may identify a range of issues and improvements which will be addressed on a phased basis.

To improve disabled students' access to information we intend to use a range of formats to meet differing needs. Attractive displays, both in class and in corridors, and approaches to the use of ICT have been used appropriately for all students, and particularly for those who need more visual cues to help them. We will continue to use our data-tracking systems to monitor the progress of disabled students within the Academy to ensure that we are helping all our students

to achieve and identifying any gaps in provision or success.

Monitoring and Evaluation

The Academy will regularly gather information and data to monitor progress attained by all its students. Such data will be used to identify success and to highlight areas of concern. Where support is required under the Disability Equality Scheme, action will be taken as part of the Accessibility Plan, with outcomes monitored and documented.

Information requested on admission to the Academy identifies students with disabilities and asks for information about particular needs of those parents/carers who may attend the Academy for parents' evenings, activities etc.

The provision of equal learning opportunities is central to the Academy's ethos. All students are supported in appropriate work placements and assistance is given with career advice, including research into appropriate further education establishments and universities. Data on those going on to further education is collected and published.

Arrangements are made for those students with disabilities to enable them to take examinations without being disadvantaged, and destinations for Academy trips/visits are researched in advance to ensure that wherever possible no student is prevented from taking part. All students will have equal access to after school clubs and activities.

The Academy Council plays an active part in the life of the Academy and promotes communication from all sources, via the Clerk to the Council, welcoming suggestions in relation to Accessibility and Equality within the Academy environment. The Councillors will monitor the implementation and impact of the Disability Equality Scheme and the related Accessibility Plan Annually.

Access to Information, the Building and the Curriculum	
SUCCESS CRITERIA	● Continued Professional Development on 'reasonable adjustments' is implemented ● Students with disabilities successfully access the full curriculum ● All stakeholders have appropriate access to information ● New building work has no physical barriers to access for students with a range of disabilities and student(s) with severe visual impairment navigate the premises safely and successfully

Success criteria	Actions	Staff	Resources Funding	Timings
Continued Professional Development on 'reasonable adjustments' is implemented	CPD to all staff throughout the year	MEN	CPD budget	Termly
	Learning walks to measure impact of CPD		Time	Half termly
	Identify new priorities		Time	Termly
Students with disabilities successfully access the full curriculum	Audit provision and allocate Learning Support time or additional resources, as necessary. Train relevant staff to address needs of particular student(s)	MEN/SST	Pupil-led Grant Funding (Notional SEN Budget)	Termly
	Monitor and evaluate the quality of education for those with SEND through subject 'deep dives'	MEN/CDs	Time	Termly
	Audit of extra-curricular activities (including trips and visits) to ensure that disabled students are able to access and participate in all	MEN/MF	Time	Termly
All stakeholders have appropriate access to information	Audit publicity/promotional/information materials to identify where access to information may need to be altered to meet the needs of disabled students/staff/parents/carers	MEN/SST	Pupil-led Grant Funding	Annually
	Ensure website is appropriate	MMP	IT budget	Annually
	Use DfE Accessibility Guide and review documentation with a particular focus on any specific requirements	SBU	Time	Annually
	Ensure staff know where to gain access to information about students	MEN	Classcharts and Arbor	Half termly

| New building work has no physical barriers to access for students with a range of disabilities and student(s) with severe visual impairment navigate the premises safely and successfully | Ensure planned programme of minor improvements supports any new requirements | SBL/ GH | Pupil-led Grant Funding | Annually |
| | Make 'reasonable adjustments' to meet the needs of all stakeholders (as part of annual review of premises) | SBU/ GH | Premises Budget | |