

E-ACT Pathways Academy Academy Accessibility Plan

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2017
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

1 Accessibility Plan [2015 - 2018]

1.1 Introductory statement

This Accessibility Plan (**Plan**) has been drawn up in consultation with staff parents and pupils of the Academy and covers the period from September 2015 to July 2018. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies one main building and one modular unit. The modular unit is accessible by an access ramp and has 3 classroom spaces, pupil, staff and disabled toilet. The main academy building is built around a central quadrangle and has varying floor levels accessible by small steps. All areas of the main academy building are accessible via external doors and a wheelchair lift is available. The front elevation of the academy is 2 storey accessible by a single flight of stairs. The academy main building comprises 17 classroom bases all of which have access to the 2 disabled toilets. All outside sports and ground facilities are accessible to all. All areas are wide enough to enable access for everyone with the exception of the second floor in the main building when alternative arrangements could be accommodated if necessary. Individual staff and pupil needs would be catered for as necessary..

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

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

- Academy prospectus
- equal opportunities policies
- health and safety policy
- special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

3 Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	Met	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
Short Term	To provide staff with detailed, bespoke care/behaviour plans of pupils needs with disabilities	Care plan process is combined information from transition period, parent/ carer input. These are completed by the SENCO and Senior Learning Mentors with input from external agencies where necessary. Documents are saved centrally for all staff to access. Individual care plans etc are shared with relevant staff via hard copies.	Staff and pupils have a clear understanding of pupil needs and strategies in which to support them effectively	Met	Staff have access to care plans which detail specific strategies to support students with disabilities
Short Term	To maintain detailed bespoke access arrangements to allow pupils to access internal and external examinations and	Provide staff and pupils with appropriate resources needed to access examinations, ie modified	Staff and pupils have a clear understanding of the resources available to support exam access arrangements	Met	Pupils provided with equipment and understand how to access them. Pupils access internal and

	assessments.	papers, readers, scribe.			external examinations with the appropriate support.
Short Term	To maintain access to the curriculum for appropriate students	Access to Willow Group	Pupils with autism within the academy have a bespoke provision appropriately staffed.	Met	Unit in operation meeting the identified needs of pupils.
Medium term	Through transition procedures aiming to collate detailed information about pupil need and disability before they attend the academy.	<p>SENCO conducts home/school visits and meetings to ensure that the right information is recorded.</p> <p>SENCO would provide additional transition days for students to familiarise themselves with the academy building and address any possible support needed to access the curriculum</p>	<p>SENCO has detailed strategy bank detailing the best ways to support pupils.</p> <p>Pupils and families have the opportunity to share information before they attend the academy.</p>	Ongoing all year	Success transition to the academy. SENCO has detailed strategy bank detailing the best ways to support students.

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	Ongoing	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	Met	Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	Met	Improved facilities for disabled students and visitors.
Long term	Enable disabled pupils and visitors to access the ground floor of the School building.	Ramped access to entrances	All entrances accessible	Met	Physical accessibility increased.

- **Improving the delivery of information to disabled pupils**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	Ongoing	Delivery of information to disabled pupils is improved.
Medium term	Obtain specialist advice and training to enable staff to support pupils with disabilities as and when required.	Appropriate staff training as and when required.	Appropriate advice and guidance to be documented on pupil care plan.	Ongoing As and when required	Staff confident to deliver appropriate task and curriculum content as well as ensuring quality first teaching for all disabled pupils.