



[Academy Name]

Accessibility Plan

NB This policy needs each academy to complete its own Accessibility Action Plan

Policy Type:	LGB Policy
Approved By:	DNEAT Trust Board
Approval Date:	December 2015
Date Adopted by LGB:	dd/mm/yyyy
Review Date:	December 2018
Person Responsible:	DNEAT Operations Manager

Roles and Accountabilities

The Diocese of Norwich Education and Academies Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Mission Statement/Vision by: *Continuing to improve all aspects of the physical environment of the academy site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the Academy.*

Definition (Equality Act 2010)

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

Introduction

The Local Governing Body (LGB) of [Academy Name] has three key duties towards disabled pupils, under the Equalities Act 2010:

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

to plan to increase access to education for disabled pupils

The LGB aims to ensure that the academy premises are fit to teach in, by provision of adequate management for the funding, maintenance and review for the upkeep of the fabric of the academy.

The purpose and direction of [Academy Name]'s plan: vision and values

We are a fully inclusive academy serving the needs of the local community. We want all our pupils to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem. We want all our pupils to value and respect the rights and opinions of others. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum.

Integration

It is very important to us as a learning community that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole academy's curricular and extra-curricular learning as is practically possible. All staff who teach SEND pupils receive regular training and up-dated information about the specific pupils needs.

This plan sets out the proposals of the Local Governing Body of [Academy Name] to increase access to education for disabled pupils in the three areas:

1. Increasing the extent to which disabled pupils can participate in our curriculum
2. Improving the environment to increase the extent to which disabled pupils can take advantage of the facilities
3. Ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

Summary of actions currently undertaken across the three priority areas

1. Increasing the extent to which disabled pupils can participate in the curriculum

[insert relevant details]

Examples:

Timetables/class organisation are sympathetically reviewed to ensure that pupils with disabilities are not scheduled in unsuitable rooms

The redevelopment of the building will lead to any pupils who use wheel chairs being able to access all areas.

Laptops are currently available for use by some pupils who require support. This includes the potential for the pupil to be provided with a lap-top at home.

Mentors are provided for pupils who are unable to attend the academy through longer-term ill-health.

2. Improving the physical environment of to increase the extent to which disabled pupils can take advantage of education and associated services:

[insert relevant details]

E.g.: door frames width, contrasting colour of door frames, lighting, signage, disabled toilets.

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

[insert relevant details]

Examples: Pupils and staff can collect/request information in an appropriate format e.g. large print or Braille.

It is a requirement that the [Academy Name]'s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how [Academy Name] will address the priority areas identified above.

[insert relevant actions in the plan below]

Examples for illustration only:

Closer liaison with our feeder schools/academies. Members of the transition team aim to glean as much information as possible from the feeder schools/academies about the new intake.

The setting up of nurture groups to provide greater support for pupils in danger of social exclusion.

Continued tracking of progress and then the review of individual pupil needs.

Further and regular training for all LSAs in the whole variety of teaching methods, differentiation and pupil support.

Views of those consulted during the development of the plan

All sections of the community are being involved in the development of this accessibility plan.

The SEND coordinator has been consulted about very specific details of the provision.

All pupils with an Education, Health and Care Plan (formerly a statement of educational need) have an annual review where pupils and parents/carers are consulted about the provision offered and are able to contribute evaluative commentary.

There is regular liaison with the sensory support team so that visually impaired children and the pupils with impaired hearing are well supported.

Parents/carers visit the academy prior to admission which also helps us with our planning and information gathering.

Management, coordination and implementation

The coordination of our plan will be led through the [Finance and Resources committee] who have oversight of our site and all facilities. The head teacher is responsible for its implementation.

Getting hold of the plan

Hard copies of our accessibility plan will be available upon request within ten working days and a copy made available on the academy website. The academy prospectus will make reference to the Accessibility Plan.

The academy Complaints procedure covers the Accessibility Plan

Monitoring the plan.

The Plan will be monitored through the [insert name of LGB Committee] committee of the LGB

The Plan may be monitored by Ofsted by part of their inspection cycle and by the DNEAT Multi Academy Trust by part of their Quality Assurance procedures.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Impact Assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which [Academy name] will assess the impact of the current policies will be by bringing together:

- a) The issues identified through the involvement of disabled pupils, staff and parents; and
- b) The information that is held regarding disabled pupils, staff and parents.

During the lifetime of the scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into planned review and revision of existing policies and into the process of developing new policies.

Policy Review

Equality Information and Objectives	Actions to be taken	By Whom	By When	Cost	Evaluation of impact

This accessibility plan will be kept under review in order to keep it in line with relevant legislation; a full review will take place every three years.

Links to Other Policies

Special Educational Needs and Disability Policy

[Academy Name] Accessibility Action Plan 2015~2018