

Accessibility Plan



Believe, Succeed, Together

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Date Reviewed	June 2016
Date Ratified by Governing Body	
Signature of Principal	
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1.0 Overview

The Academy recognises that many of our pupils, staff and visitors have individual needs when using the school site and facilities. However, we also recognise that for some pupils, the nature of their disabilities may mean that they experience specific challenges related to accessing education and the environment. As part of our on-going commitment to the delivery of an inclusive education we will endeavour to ensure that disabled pupils receive the same standards of education as their non-disabled peers.

The SEN and Disability Act 2001 extended the Disability discrimination Act to cover education. The Governing Body, therefore, has three key duties towards disabled pupils, under Part 4 of the Act.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils.
- Continue to increase access to educational opportunities for disabled pupils.

The Academy will therefore:

- Inform all staff that our duty is to ensure the inclusion of disabled pupils. This information will include the legal obligations of staff and the Academy.
- Provide appropriate disability awareness training opportunities for staff, which explain the implications and obligations of inclusion for all staff.
- Promote the adoption of disability awareness and inclusion by our external agencies and partners, where appropriate

To ensure the above the Academy will:

- Make sure admission information is accurate and appropriate.
- Consult with disabled pupils, their parents, staff and external agencies e.g. on access to equipment.
- Where possible and within budget, improve access for disabled pupils.
- Regularly review whether the education available is accessible and effective.
- Make reasonable adjustments to ensure maximum access to facilities and equipment.

2.0 Education

The Academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles and endorses the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Staff work hard to meet the needs of all pupils with regards to accessing the curriculum and are supported by the Senior Leadership Team all aspects of school life. Each pupils is viewed as an individual, supported in their progress towards as fully as independent and achieving future, as possible.

3.0 Action Plan

Term	Targets	Strategies	Outcomes	Timeframe	Targets Achieved
Short Term	Availability of written material in alternative formats.	The Academy is aware of the service available, through the LA Sensory Inclusion Service, for converting written information into alternative formats.	If needed, the Academy can provide written information in alternative formats.	With immediate effect.	Delivery of information to disabled pupils improved.
	Ensure reference to this disability plan is made in the Academy Prospectus.	Reference to accessibility has been included since 2003 and this will be amplified to include the broader issue of disability from 2008.	Inclusion of appropriate text in Academy Prospectus.	With immediate effect.	Improvement in information provided to prospective parents in relation to the Academy's disability and access policies.

Medium Term	Continual monitoring of the needs of pupils to ensure future refurbishment work benefits pupils with physical disabilities.	If needs are identified, seek advice on appropriate design features.	Identified needs are identified and addressed whenever they might arise.	On-going.	Commitment to providing reasonable adjustment to the Academy environment to meet the needs of any disabled person.
	Review all Academy policies to ensure that they do not discriminate the needs of disabled pupils, staff or visitors.	Provide relevant information to all staff with responsibility for reviewing Academy policies.	All policies will be reviewed regularly by the relevant person or committee as part of the Academy's on-going validation process.	On-going.	Improved awareness of the desirability of considering the needs of persons with disability.
	Ensure installation of window blinds or curtains in all classrooms with data projection facilities to benefit all pupils and particularly those with impaired vision.	Incorporate the provision of blinds or curtains in the standard fit-out of all classrooms and laboratories.	Pupils will experience improved visibility when viewing whiteboards and projection screens.	On-going.	Improved visibility for visually impaired and other pupils.
Long Term	The Academy will continue to incorporate current accessibility levels in all new buildings and refurbishment works.	Our policy exceeds minimum standards where this will better suit the needs of our pupils, staff and visitors to the Academy.	All stakeholders will benefit from the fully inclusive nature of the Academy buildings and grounds.	On-going.	Fully compliant buildings and grounds.