



Accessibility Plan (including SEN)

Approved by:	Bobbie Kelly	Date:	March 22
Last reviewed on:	March 22	Next review due by:	March 25

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) *he or she has a physical or mental impairment, and*
- (b) *the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At The CE Academy the Plan will form part of the School Development Plan and will be monitored by the Senior Leadership Team and evaluated by SLT and the Governors. The current Plan will be appended to this document.

The CE Academy regards all people as valuable individuals with equal rights. This implies that at all times positive action will be undertaken to ensure that all people within our area of influence feel supported and valued. The Academy is fully committed to eliminating discrimination and actively promoting equality of opportunity through service delivery, policy development and employment practices. The Academy’s ethos is one of equality, entitlement and accessibility. It is designed to meet, recognise and encourage the independence and individuality of all members of the Academy community.

The CE Academy provides education for pupils who are permanently excluded from school, dual registered and for school age mothers. The Academy responds to the educational needs of pupils who would otherwise be attending mainstream/special schools. A majority struggle with SEBD, few have physical disabilities, many are diagnosed with ADHD, ADD and ODD. The CE Academy has positive expectations of

behaviour and performance of each pupil. We foster an atmosphere of mutual respect between pupils and staff. Pupils have personalised learning plans, academic expectations are high and related to pupil's abilities. Pupils take appropriate external examinations.

The Accessibility Plan is structured to complement and support the Academy's Equality Objectives, and will similarly be published on the school website.

The CE Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the Academy. The CE Academy Accessibility Plan anticipates the need to make reasonable adjustments to accommodate needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a physical disability are as, equally, prepared for life as are other pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school; the information should be made available in various preferred formats within a reasonable timeframe.

The CE Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The main priorities in the plan:

Increase access to the curriculum for young people with a disability:

- continue to make reasonable adjustments for students with disabilities;
- to ensure that key staff from all relevant areas are included in discussions;
- continue to assess and problem solve situations as they arise.

The Academy has set the following overall priorities for increasing curriculum access:

- continue to offer a differentiated curriculum;
- continue to provide differentiated work in lessons;
- promote the use of ICT resources to enable improved access in specific cases;
- ensure staff are appropriately trained to meet these needs.

Making improvements to the physical environment of the school to increase access to education and associated services.

Refurbished buildings have brought significant improvements to various Academy sites over a period of several years, including:

- ramped entrances and widened doorways to facilitate wheelchair entry;
- installation of handrails in key areas;
- highlighting of steps and improved lighting to increase visibility;
- improvements to ICT including wireless networks, for ease of use;
- review of classroom furniture to include greater flexibility and adaptation.

The Academy has set the following priorities for physical improvements to increase access:

- continue to review and improve access to buildings, corridors, classrooms.

Great care is taken to ensure that information provided to students is done in such a way as to enable them to access it easily. For example:

- differentiated worksheets are produced;
- information may be produced in large print, or enlarged for ease of use, and/or produced in different colours if required.

The Academy has set the following priorities for providing information for disabled students:

- to continue to provide training and guidance in the preparation of differentiated worksheets;
 - to share best practice through regular discussion, review and monitoring;
 - use of ICT resources to adapt information.
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Examinations

Access to examinations rooms is all on the ground floor with accessibility for wheelchairs.

Young people identified by staff, parents/carers as requiring access arrangements will be assessed by the SENCO and if needed the appropriate support will be put in place.

Making it happen: Management, Coordination and Implementation

Planning process:

- this plan has been approved and agreed by the Academy's Governing Body, who have identified priorities for the period covered by the plan;
- the plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community;
- progress of the identified priorities will be monitored and evaluated to help identify further areas for development.

Implementation:

The action plan identifies how it is proposed to implement the accessibility plan priorities.

Getting hold of the Academy's plan

The Accessibility Plan is available on request from the Academy, and will be available via Academy's web site. The format of the Plan can be adapted as required (eg large print, language other than English).

The Academy has set the following priorities for making its plan available:

- access to the plan via the website;
- reproducing the plan to meet individual requirements.

Policy Control Sheet

Version:	
Approved by:	B Kelly
Date approved:	March 2022
Date of next review:	March 2025
Policy Owner:	

Document History			
Version	Date of review	Author	Note of revisions
	March 2022		



Accessibility Plan (including SEN)

Area	Targets	Strategy	Lead Person	Timescale	Progress against target at review date
Participation					
Admissions and exclusions	Continue/build on start process for students with disabilities. Improve referral form to ensure information exchange	<p>Liaise with LA re referral form.</p> <p>Refuse to accept referral with insufficient information and if not on CE Academy referral form.</p>	SLT/LA	<p>February 19</p> <p>Ongoing</p>	
	Induct and integrate students who have transferred mid-term following permanent exclusion or to pre-empt a permanent exclusion	<p>Continue to invite pupils and parents for pre start visits.</p> <p>1 Pre-induction meeting with parents and relevant agencies</p> <p>2 Review meeting after an appropriate period of time</p>	<p>Key Tutor</p> <p>Key Tutor</p>	ongoing/as required	
	Improve awareness and skills of relevant staff on specific disabilities	Promote further training for staff on specific disabilities e.g. Autism, Dyslexia, ADD, ADHD, Tourette's	SLT/SENCO	ongoing	
Education and associated services	Teachers to continue to modify worksheets for students with specific needs, eg Dyslexia	1 training for staff on supporting needs of individual students	SLT	ongoing, based on needs and staff turnover	
		2 Continue to involve families and external agencies in specific cases for consistent approach	Key Tutor	ongoing	

Area	Targets	Strategy	Lead Person	Timescale	Progress against target at review date
Exams	Continue to identify students with specific needs for exam period	Provide laptops or appropriate support/equipment/time/environment/readers and scribes	Tutors/SLT/ SENCO Exams Officer	ongoing	
Practical Activities	Continue to identify and make special arrangements for students with disabilities eg support	Provide advice for staff on certain disabilities when required	Key Tutors/ SENCO	ongoing	
Physical Access	Continue to review and improve access to buildings, corridors and classrooms	Monitor current provision and respond to concerns raised.	SLT	ongoing	
Information	Improve communication to/with parents	Identify families who would benefit from enlarged text via initial meeting.	Key Tutor	ongoing	
		Identify possibility of providing an interpreter for meetings when required	Key Tutor	ongoing	
		Employ multi-lingual staff	SLT/Teachers/ Support Staff	ongoing	
	Provide appropriately differentiated worksheets to promote full access to the curriculum	Teachers to differentiate delivery of lessons and resources used	Teachers	ongoing	
Availability of Plan	Plan easily accessible	On school website	Jill/Gav	April 2015	
		Reproduce plan to meet individual requirements (eg large print, different languages)	Admin	ongoing as and when required	