

Three Year Accessibility Plan

Academic Years 2017-2020



Policy Title	Three Year Accessibility Plan – Academic Years 2017-2020
Policy Created / Amended	January 2017
Policy Ratified	January 2017
Policy review cycle	Three yearly
Policy Review Date	January 2020
To be read with	The SEND Policy, Medical Care Policy, Anti Bullying Policy



ACCESSIBILITY PLAN

References

The Equality Act 2010 provides a single, consolidated source of discrimination law that applies to all schools. Schools may not discriminate unlawfully against pupils because of their sex, race, disability, religion or belief, or sexual orientation. In addition to this we acknowledge our non-discrimination and planning requirements under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act of 2001 and the Equality Act 2010.

This policy is drawn up in accordance with the SEND Code of Practice 2014, revised April 2015.

Introduction

The purpose of this document is to ensure compliance with Schedule 10 of the Equality Act 2010 which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3 year timescale to increase access for those with a disability.

This plan has been produced after an audit of the Academy for accessibility.

Sybil Andrews Academy believes it is wrong to discriminate against disabled pupils or those who face significant barriers to their learning. We will make reasonable adjustments to ensure that disabled pupils and those that face significant barriers to learning are not placed at a substantial disadvantage in comparison with those who are not disabled and will work to improve staff understanding of the requirements of their needs. We will develop and operate an accessibility plan.

Sybil Andrews Academy is located in brand new accommodation on Rougham Tower Avenue, Bury St. Edmunds. The site incorporates classrooms over two floors. In all of the accommodation blocks and the sports centre there is lift access available to wheelchair users and those with limited mobility. There are, therefore, no significant barriers to physical access.

1. Admissions

Sybil Andrews is a non-selective, inclusive academy. It has a clear Equal Opportunities Policy that is available on the Academy's website.

The Academy's admissions criteria are published annually and are available on our website. Parents with pupils that have additional needs and or that are disabled should read this policy and apply through the local authority.

Liaison may take the form of a meeting or by telephone conversation to discuss any special arrangements. The Academy will consider and provide the following aids to the prospective disabled pupil according to their needs:

- Large print examination papers
- Coloured paper for those experiencing visual difficulties or that have been diagnosed with dyslexia or similar needs
- Extra time to complete the examination paper
- Accessibility to the examination room for impaired mobility pupils



- Laptop computers
- Additional staff support, particularly where an EHCP is in place

2. Curriculum

It is recognised that the curriculum should be accessible for those with disabilities. Pupils who have educational statements or who have been diagnosed with a learning disability will be provided for according to their needs (see the SEND Policy). Pupils who are entitled to extra time in examinations will be given this in all internal as well as external examinations and laptops will be allowed and provided if recommended. When purchasing new equipment its suitability for use by all will always be considered.

3. Buildings and Accessibility

Our new accommodation has been designed to meet the requirements of new legislation and provides easy access for all pupils, including those with disabilities. Where there are additional needs for pupils with visual impairment, we will work with pupils and their families to ensure that their needs are met.

4. Vehicular Access

Disabled parking has been provided in the school car park near reception. Clear signs for disabled parking are provided. Access from the car park to the school buildings is across a flat area of block paving.

5. Visitors to the School

Once visitors have signed into the school their hosts will be contacted to meet them and to provide appropriate assistance and support to those with access difficulties. In order to comply with Child Safeguarding Legislation, unaccompanied visitors are not permitted access to the school site.

6. Paths

Wheelchairs have access via paths to all areas of the school and the sports centre.

7. Buildings

The Academy's buildings have lifts and are easily navigated by those who have need of a wheelchair. Accessibility by road and wheelchair access is in place.

8. Lavatories for the Disabled

Lavatories for the disabled are situated in the following locations:

- Near reception
- On both floors in the Heart Building (boys on the top floor, girls on the bottom)
- On both floors in Teaching Block One (both genders on both floors)
- In the sports centre, toilets are located in the foyer area.
- In addition, there is also a disabled toilet available in the SEND area in the Heart Building. This is adjacent to a shower and personal care area.



9. Education

There are no significant physical limitations to the site that would prevent pupils with disabilities from accessing the curriculum.

10. Special Educational Needs

All information relating to Specific Learning Difficulties (SPLD) can be accessed via the SEND Policy. Our SENDCo, Mrs Sophie Hamilton, will also provide information on request.

11. Medical

Vertas, our catering providers, operates a policy of food being nut free and will provide meals for those with special dietary requirements. A number of staff are also First Aid trained. Our First Aid Policy is available on our website.

12. Sight and Hearing Impairments

Many classrooms have digital projectors that ease the viewing of subject matter. These will be helpful to those with a sight impediment. Larger print worksheets and examination papers will be introduced as and when appropriate. For pupils that are unable to view work on a digital projector, laptops can be provided following an assessment of need.

13. Welfare

All staff are informed of any pupils with disabilities and of the need to be aware of potential difficulties such as bullying (see anti-bullying policy). Our Teaching & Learning Policy also makes it clear that teachers are required to work with the SENDCo to differentiate their work for the needs of pupils.

The centre of the pastoral system is the Learning Coach, who is the primary point of contact. Learning Coaches are supported by the House Teams and the academy also has a trained counsellor who can support identified pupils confidentially.

14. Personal Emergency Evacuation Plan (PEEP)

For pupils who require a PEEP, the SENDCo will be responsible for devising and implementing this.

15. Activities and Trips

The School encourages all pupils to attend a variety of trips and activities. These may be sporting, cultural or adventurous. At such venues the programme of activities can be modified to facilitate participation regardless of disability. Staffing ratios can be adjusted to provide extra help when necessary. Occasionally it may be considered that the welfare of the pupil with a particular disability cannot be guaranteed due to the nature of the disability and the specific environment and the terrain. In such circumstances it may not be possible to provide a suitable level of supervision and care to enable the pupil to participate in the activity safely.



16. Accessibility Plan

The plan is divided into two Sections:

1 - Physical Access:

This Section looks at improving the physical environment to increase the extent to which disabled pupils can take advantage of what Sybil Andrews Academy can offer.

2 - Curriculum and Written Access:

This Section looks at the extent to which disabled pupils can participate in the full curriculum; including activities outside the classroom. It considers adjustments that might be made to the curriculum provision for pupils with special needs.

The implementation of this plan and the access needs of the School are monitored on a regular basis by SLT and with input from the SENDCo

Accessibility Plan – Physical Access

Building	Present Position	Remedial Access Required	Timescale
To ensure that all pupils can access a full curriculum whilst at the interim site	Admissions to the academy will be reviewed. Where rooming adjustments are needed to accommodate pupils that use wheel chairs, these will be made.	None	N/A
Parental access for induction evenings	Ensure that signage is in place to facilitate access to presentations Room guests and parents in accordance with needs of parents and pupils	Signage needs to be clear to parents and visitors and/or parents should be accompanied to the relevant room	N/A
Meetings	A meeting room is available in the front reception area. It is accessible by visitors in a wheel chair	None	N/A
Access to the upper floor of the Heart Building & Teaching Block 1	Access to this area can be provided via lift	None	N/A
Outside play and sports areas	Are all accessible via paths outside.	None	N/A



Accessibility Plan – Curriculum and Written Access

Academic Area	Academic Issue	Action Required	Timescale	Priority
Review of adjustments that might be made to curricular provision	To ensure that schemes of work provide for differentiated tasks that support ALL pupils.	Review of schemes of work Review resources	On-going from January 2017	H
Review adjustments that might need to be made to our Enrichment Provision	To ensure that we provide an Enrichment Programme that is accessible to ALL learners	Review opportunities currently available. Implement new opportunities as required.	2017 Annual Review	M
Review Programme of Trips and visits	To ensure that adequate provision is made to enable access.	Reminder to all trip coordinators to take account of pupils' needs Clear statement to do this in the Trip Guidance Packs	On-going from January 2017. Thereafter annually reviewed	H
Review arrangements for additional tuition outside of lessons	To ensure adequate provision is made to enable access	Remind staff, outside tutors and coaches to take account of pupil's needs	On-going as provision has a degree of fluidity according to support needs- but starting in January 2017.	H
Review Curriculum delivery	To ensure that adequate provision is made in lessons to enable effective differentiation for pupils	Observations to focus on the differentiation and level of challenge provided for ALL pupils	January 2017 onwards – part of usual on-going process of review.	H
Admissions Policy	Ensure that policy reflects SEND CoP	Review Admissions Policy annually	November 2016 Thereafter annually	H
Examinations venue and access	Ensure access and also provision for word processing if required. Review extra time and	Review site and procedure prior to summer examinations.	March 2017	L



Academic Area	Academic Issue	Action Required	Timescale	Priority
	fair provision for SPLD			
Learning Support	Ensure that LS continues to facilitate support for all staff and pupils at Sybil Andrews Academy	<p>Ensure that SENDCo provides up to date information to staff and is able to train/advise as to the needs of individuals</p> <p>Ensure that the needs of pupils have been identified on entry to the academy</p> <p>Ensure that information regarding future intake is gathered in a timely way and in a manner that facilitates a smooth transition to the academy in September 2017.</p>	<p>On-going from January 2017.</p> <p>Baseline testing on entry in to the academy</p> <p>Annual Review</p> <p>Transition arrangements to be agreed in September/October. Programme to follow</p>	H
Staff Training	To review and train staff in developments in SEND provision and in relation to pupils' needs	SENDCo and SLT to review changes and arrange necessary training for staff as needed	2017 Annual Review	H
PSCHEE & Meeting Time	To review programmes of study and include educational aspects of 'disability' for all pupils	Pupils should gain a broad appreciation of disability in society. SOW should deliver this in an accessible format. Meeting Time should engage with related issues/events via discussion	2017 Annual Review	M



Academic Area	Academic Issue	Action Required	Timescale	Priority
ICT	To provide ICT facilities that support pupils' learning in school and at home	To continue to provide software that enables pupils to access the curriculum To develop the academy's VLE to facilitate home learning. To work with parents to ensure that all pupils have access to resources to support their learning at home	From January 2017 On-going from 2017 On-going	H M
Promotional events and materials	Open Day/Evening	Ensure access to all at new site	January 2017 – On-going.	H
Website provision of information	SEND Offer & Policy Admissions Policy Anti-Bullying, Safeguarding & Behaviour Policies	All are available on the website digitally.	Done	N/A
Auxiliary aids	Ensure that suitable auxiliary aids are available	Review the needs of pupils and provision of laptops/software for pupils that need them	2017-20	M

17. Types of Disability

Disability can be anything which impairs or affects any day-to-day activities falling into the following categories:

- Mobility
- Speech, hearing or eyesight
- Manual dexterity
- Memory, concentration, learning, understanding [including recognition of physical danger]
- Physical co-ordination
- Incontinence



- Lifting, carrying or moving ordinary objects

In addition, there may be temporary “lesser ability” amongst staff or visitors, e.g. later stages of pregnancy, short-term injuries or even perhaps, temporary incapacity through injury or illness.

Legislation

The SEND Code of Practice came into force from April 2015 and superceded the Disability Discrimination Act 1995 [DDA] as amended by the SEN and Disability Act 2001 (SENDA) The intention and objectives are for all schools to ensure that they have assessed their premises and have made plans to accommodate disabled people by whatever reasonable means are necessary. There is no guidance on how “reasonable” might be interpreted in terms of scale of works or expense. Each case needs to be considered on individual merits.

Factors to be considered when assessing “reasonableness” are likely to include the following:

1. Practicality of works
2. Financial cost
3. Disruption of works to the provision of education services
4. School resources
5. Effectiveness

ISI guidelines state a school's three year plan must include how a school will manage the following and outline timescales for doing this:

- “190 (a): “increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum.”
- 190 (b): “improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.”
- 190 (c): “to improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.”

The duty to make reasonable adjustments does not specify a duty to make physical changes but from September 2012 there is a duty to provide auxiliary aids and services when a person would be put at “substantial disadvantage” in relation to able peers. The duty is child specific.

There is a duty to plan strategically and make progress in increasing accessibility to premises and to the curriculum. There is also a responsibility to improve the ways in which written information provided to pupils who are not disabled is provided to disabled pupils.

18. Priority

H = High, M = Medium, L = Low. All aspects of the recommendations have to be considered to take into account all aspects with future planning. The high priority is where factors indicate that the school can improve its reception to disabled visitors and users and with its immediate requirement, e.g., dyslexia and wheelchair bound reception areas for visitors/parents.

19. Confidentiality



The School will be sensitive to any requests for confidentiality concerning disability.

20. Specialist Equipment & Auxiliary Aids

The School will provide, where appropriate, reasonable adjustments to provide auxiliary aids and services. These provisions will be monitored and reviewed.

21. The Individual Pupil

The School will treat each pupil as an individual case.

22. Review and Oversight

The facilities and access arrangements at Sybil Andrews Academy will be reviewed on an annual basis. This plan will be adjusted in light of any additional need.