

Accessibility Policy and Plan



Policy Title	Accessibility Policy and Plan
Policy Created / Amended	May 2020
Policy Ratified	Jan 2024
Policy review cycle	3 years
Policy Review Date	Jan 2027
Updates	Cognition and Learning unit 2024 Change of language from student to pupil Extra safety strips for VI pupils Enrichment offer is inclusive environment Training (hoist, evac chair)

Context

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements of The Equality Act 2010 (schedule 10, relating to disability). Reference has also been made to The Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to school for disabled pupils" issued by DCSF (DfE) in July 2002.

This policy should be read in conjunction with other academy policies: SEND, Equality, Diversity and Community Cohesion, CPD, any Personal Emergency Evacuation Plans (PEEPS) and Safeguarding.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over 3 years.

Definition of disability

The Disability Discrimination Act (1995):

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

Principles

- Compliance with the DDA is consistent with the Academy's aims and Equality, Diversity and Community Cohesion policy and the operation of the Academy's SEND Policy.
- The Academy recognised its duty under the DDA (as amended by the SENDA): not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services; not to treat disabled students less favourably; to take reasonable steps to avoid putting disabled students at a substantial disadvantage; to publish an accessibility plan.
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002)
- The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities including learning. The Academy respects parents' and students' rights to confidentiality.
- The Academy provides all pupils with a broad and balanced curriculum, tailored and adjusted to meet the needs of individual pupils by overcoming barriers to learning.

Aim

To reduce and eliminate barriers to accessing the curriculum and aid full participation in the school community for current and prospective pupils with a disability. To ensure disabled parents, carers and visitors have equal access to all information, events and meetings.

1. Sybil Andrews Academy is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Sybil Andrews Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as able-bodied pupils; (if a school fails to do this they are in breach of DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake all of the works during the life of this first Accessibility Plan, therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three year plan period in order to inform the development of the new plan.
6. The Academy will seek and follow the advice of LA services (specialist teacher advisers and appropriate health professionals).
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and diversity. The terms of reference for all Governors' committees will contain an item on "having regard to matters relating to Access".
8. The school brochure will make reference to this Accessibility Plan.
9. The School's complaints procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
11. The Plan will be monitored through the Curriculum and Premises Committees of the Governors.
12. The Plan will be monitored by Ofsted as part of their inspection cycle.
13. We acknowledge there is a need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Sybil Andrews Academy –Disability Equality Action Plan		2023-24 Review Date December 2024	2024-25 Review Date December 2025	2025-26 Review Date December 2026
Pupils				
To ensure records of disabled pupils are complete and up to date.	SEN register maintained and updated. Register of disabled students reviewed annually. Contact with primary schools made Summer term 2024 to support planning for transition 2024. PEEPs are co-produced with parents and shared with appropriate staff.			
Monitor progress and attainment levels of disabled pupils.	Disabled pupils identified on School data tracking system. SLT monitor progress and attainment of disabled pupils in regular line management sessions including questions on whether accessibility is a barrier to progress. Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor. Review accessibility arrangements and action improvements, e.g. VI teacher improvements for access to site.			
Monitor inclusion of disabled pupils in School teams, events, Ambassadors, trips, responsibilities in school.	Record participation of all pupils.			
Staff and school				
Monitor applications for posts including reasons for rejection of disabled applicants.	Ongoing every year.			
To interview all applicants who meet the minimum criteria for a job vacancy and consider them on their abilities.	Ongoing every year.			

All disabled members of staff to be offered at least a yearly meeting with their line manager on their needs, adjustments and development.	Ongoing every year.		
Make every effort if employees become disabled to ensure they stay in employment.	Ensure reasonable adjustments are made to include for example: Use of ground floor classrooms, nearby access to toilets, supportive chairs and adjustable table heights, carry cases on wheels, voice amplifiers		
Appropriate staff have training in resources to support pupils with a disability.	Training for LSAs / staff in hoist management. Training for LSAs / staff in Evac Chairs.		
LSAs are deployed effectively to support pupil participation.	Review needs of pupils and staff accordingly. Ensure staff skills match pupil needs. Use of Skyliner for pupils with disabilities is offered.		
Ensure equality of opportunity for pupils with disability needs to access a broad and balanced curriculum.	Pupils can access disability friendly sports and enrichment opportunities, e.g., Boccia. All enrichment activities will be conducted in an inclusive environment and if outside providers are used the will comply with all current and future legislative requirements.		

Parents

Ensure disabled parents are supported to access information about their child's progress at school. <i>Access around the building, Sign language interpreter, braille, large print, audio versions.</i>	Accessible building. Improved safety strips for pupils who are visually impaired.		
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Buildings

The whole building is fully accessible	Due to the fact that Sybil Andrews is a new build, it is fully accessible throughout. No further adjustments to be made.		
Cognition and Learning Unit	Building is accessible with clear signage in simple language.		