

ACCESSIBILITY PLAN

October 2018 – 2021

1. Aims

The key objective of the Accessibility Plan is to reduce and eliminate barriers to the curriculum and to ensure participation in the school community for pupils and students, and prospective pupils/students, with a disability. There are three main focus areas:

- 1) Access to the school curriculum and extra-curricular activities.
- 2) Access to and around the physical environment.
- 3) Delivery and accessibility of written information to pupils and parents.

We are fully committed to providing an environment that values and includes all pupils, staff, parents, Academy Committee members and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to develop a culture of awareness, tolerance and inclusion.

The Accessibility Plan should be read in conjunction with the following policies and documents:

- SEN Local Offer/ SEND Information report.
- Special Educational Needs (SEND) Policy.
- Public Sector Equality Duty.

2. Legislation and Guidance

The Accessibility Plan is drawn up in compliance with current legislation and requirements specified in Schedule 10, relating to disability, of the Equality Act 2010 and the Department of Education Guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

Under the Special Educational Needs and Disability Code of Practice, 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students.

3. Good Practice: Ensuring access to the school curriculum and extra-curricular activities

- Experienced staff differentiate lesson material and adapt and modify lesson activities to ensure all pupils can access the curriculum.
- Teachers and Learning Support Assistants complete regular training in key areas to support them with lesson planning in order to meet student needs.
- A personalised intervention programme targets student's individual needs identified within the EHC plan/ Learning Plan and through assessment.
- Where relevant, classwork is re- produced in correct format and font size for VI students.
- School has regular support from Local Authority Services such as the Hub Network, SENDCO Network, Specialist Teaching services and Educational Psychology.
- School refers to Local Authority Health services and external services when required such as Speech and Language, Occupational Therapy, Physiotherapy and School Nurse Service.
- Students have the opportunity to use specialist equipment and specific software to ensure access to curriculum where required.
- Students have access to laptops, iPads and neo writers where required.
- Students have access to additional adult support to further reinforce lesson material where required.
- All students have opportunity to participate in extra-curricular trips, clubs and sporting activities including swimming.
- Clear and concise information regarding pupil's needs are circulated to all teaching staff to inform teacher planning. These are in the form of Pupil Passports which are reviewed annually.
- Curriculum resources include examples of people with disabilities.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is reviewed to ensure it meets the needs of all pupils.

4. Good Practice: Improve and maintain access to the physical environment of the school

- TDA is easily accessible for all students.
- School can refer to the Local Authority Lead Teacher for Physical Disability for further advice if required.
- The environment is adapted to the needs of pupils as required. This includes:
 - Lifts are an integral part of the building to support movements of students across it floors.
 - Disabled parking bays are located conveniently close to the doors for ease of access.
 - There is disabled toilet access throughout the building with disabled showering facilities also available.
 - Ramps.
 - Corridor width.

5. Good Practice: Improve the delivery and accessibility of written information to pupils, parents and visitors

- Key messages around school are published on the school website.
- Letters are sent home in specific font size and first language for identified families.
- All policies can be made available in large print or other accessible format, if required.
- Personalised tours around school with a member of SEND Team on offer, reinforcing written information, for new or prospective parents.
- Internal signage.

6. Improving Access to the Physical Environment

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT FEB 21
Everyone to be made aware of the needs of disabled people when accessing all physical environments within and around the Academy.	<ul style="list-style-type: none"> • Ensure that policies and processes reflect the needs of disabled students and staff. 	September 2018	<u>Lead:</u> Gail Kenlin <u>Support/Advise:</u> Harvinder Rajput Phil Bark Mick Crossley Jill Young	Academy will be able to respond to emerging needs of disabled students and staff.	Following policies and processes actively in place. <ul style="list-style-type: none"> • TDET Health and Safety Policy • Emergency Fire Evacuation Procedure • Site Lockdown Procedure • Personal Emergency Evacuation Plans (PEEP's) • Evacuation chair training • Emergency Drills carried out during the academic year
Ensure that all disabled students with the following impairments can be safely evacuated.	<ul style="list-style-type: none"> • Ensure a Personal Emergency Evacuation Plan (PEEP) is in place for all types of disabled people. 	September 2018	<u>Lead:</u> Emily Gaunt <u>Support/Advise:</u> Jill Young	All disabled students and staff working with them are safe and confident in what they need to do in the event of an emergency fire	Following policies and processes actively in place. <ul style="list-style-type: none"> • TDET Health and Safety Policy

<ul style="list-style-type: none"> • Mobility • Visual • Hearing • Cognitive • Other impairment that may affect the disabled persons ability to reach an ultimate place of safety unaided or within a satisfactory period of time. 	<ul style="list-style-type: none"> • Ensure disabled people have been captured in the Emergency Evacuation Procedures. • Ensure all staff and disabled people are aware of the Emergency Evacuation Procedures, Disable Refuge Points and how to access them. • Ensure that Personal Emergency Evacuation Teams have been trained in the use of evacuation chairs. 		<p>Harvinder Rajput Phil Bark Mick Crossley</p>	<p>evacuation or any other cause of evacuation.</p> <p>Disable Refuge Points are accessible in protected stairwells and large enough to accommodate at least one wheelchair without hindrance to other people.</p>	<ul style="list-style-type: none"> • Emergency Fire Evacuation Procedure • Site Lockdown Procedure • Personal Emergency Evacuation Plans (PEEP's) • Evacuation chair training • Emergency Drills carried out during the academic year
<p>Enhance Internal/external distraction markings for visually impaired students/staff/visitors</p>	<ul style="list-style-type: none"> • Review and assess current distraction (safety) markers on all clear glass panels/doors to avoid people walking into them. 	September 2019	<p><u>Lead:</u> Gail Kenlin</p> <p><u>Support/Advise:</u> Phil Bark Mick Crossley Harvinder Rajput</p>	<p>Significantly reduces the risk of visually impaired people walking into clear glass panels/doors.</p> <p>Visually impaired people will feel safe within the Academy grounds.</p>	Review and assessment ongoing
<p>Enhance access to and around premises for disabled people, especially those with a mobility impairment and wheelchair users</p>	<ul style="list-style-type: none"> • Review and assess all parking bays, ramps/slopes, stairways, passageways, doorways, lifts, classrooms, toilets and changing rooms to accommodate disabled people, especially those that have a mobility impairment including wheelchair users. 	September 2019	<p><u>Lead:</u> Gail Kenlin</p> <p><u>Support/Advise:</u> Phil Bark Mick Crossley Harvinder Rajput</p>	<p>People with mobility impairment including wheelchair users will feel safe and confident in accessing all areas within and around the Academy.</p>	Review and assessment ongoing
<p>Enhance internal/external signage for visually impaired people</p>	<ul style="list-style-type: none"> • Review and assess, so far as is reasonably practicable the need and feasibility for suitable internal/external signage 	September 2019	<p><u>Lead:</u> Gail Kenlin</p> <p><u>Support/Advise:</u> Phil Bark</p>	<p>People with visual impairment will be able to easily identify key areas and routes within and around the Academy.</p>	Review and assessment ongoing

	for visually impaired people.		Mick Crossley Harvinder Rajput		
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7. Improving Access to the Curriculum

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT FEB 21
Ensure specified curriculum areas include a module with reference to disability issues	<ul style="list-style-type: none"> Develop Life Skills/Citizenship/Tutor programme curriculum to address disability equality issues 	Ongoing	CMC	Schemes of work updated and tutor input to students	In place via PD sessions
Ensure all new teaching staff and Student Support Workers are aware of training sessions where SEND specific issues are part of the programme	<ul style="list-style-type: none"> GPK to produce CPD Programme for SEND 	Ongoing	GPK	All staff more aware of differentiation strategies to increase student participation	GPK has delivered three training sessions to staff this academic year.
Ensure disabled students are given the opportunity to participate equally in after school activities	<ul style="list-style-type: none"> Open access to all activities with appropriate support 	Ongoing	MMC	Disabled students confident in choosing any after school activity	Ongoing
Ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.	<ul style="list-style-type: none"> MMC to produce CPD training session. 	Sep 18	MMC	All staff aware of legal responsibilities regarding equality and inclusion.	Ongoing

Reasonable adjustments are discussed with relevant staff in order for access arrangements to be identified and actions for external examinations.	<ul style="list-style-type: none"> Teaching staff to link with SEND and Exams Officer regarding students normal way of working. 	Ongoing	DMM	Staff to identify students that may need further assessments for EAA.	Ongoing
Improve the delivery of information to students with a disability.	<ul style="list-style-type: none"> To use a range of communication methods to ensure information is accessible. 	Ongoing	MMC	Identified students to have access to laptops and Ipads.	Ongoing

8. Improving Access to Information

TARGETS	ACTIONS	TIMESCALE	RESPONSIBILITY	OUTCOMES	POSITION AS AT FEB 21
Academy website to be accessible and comply with current statutory requirements	<ul style="list-style-type: none"> Ensure it explicitly welcomes disabled students and parents and those with SEND 	Ongoing	LJH	Parents feel confident in the information they have about the Academy	In place but requires review

9. Monitoring Arrangements

This plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by {the governing body/ Headteacher}.

Date for review – October 2021