

Accessibility Policy

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| **Reviewed:** | **July 2023** |

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| **Next Review:** | **July 2024** |

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| **Staff Owner:** | **Mr Liam Wilkinson / Mr Rick van Driel** |

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| **Trustee Owner:** | **Ms Emma Taylor** |

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# Introduction

1.1 The polices of All Saints’ Academy, with its distinctive Anglican and Catholic foundation, exist to support the Sponsor’s Christian vision, ethos and values that are embedded in the day-to-day and long- term running of the Academy. Each policy evidences the commitment of the Sponsor to developing Body, Mind and Spirit.

1.2 The Academy is committed to a fair and equal treatment of all stakeholders including staff, students, and anyone involved in the Academy’s purposes. The Academy will welcome applications from people with disabilities to join the Academy community as students, staff, and Trustees.

1.3 The Academy aims to make reasonable provision and accessibility for students and staff with disabilities so that they may be integrated fully into Academy life.

1.4 The curriculum has been designed so that it may be delivered to provide flexible and equal access to all students whether disabled or not, as far as is practicable.

# Aims

The aims of accessibility policy are to ensure that:

* applications for admission from all potential students are considered in line with the published admission arrangements;
* all students are fully integrated into the Academy and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
* disabled students have reasonable access to support and adaptations to enable them to be fully included in the life of the Academy and its opportunities for learning;
* the views of individual students and staff are always considered when their requirements are being assessed;
* staff collaborating with disabled people, either as colleagues or as students, have appropriate information, support, and training;
* steps are taken to enable students and staff who become disabled during their time at the Academy to continue in their chosen career or course of study as far as is reasonably practicable;
* disabled members of the public can participate in public events held within the Academy;
* as far as is reasonably practicable, the Academy premises, facilities and services are accessible and safe for disabled students, staff, Trustees, and visitors;
* staff with disabilities are not treated less favourably in respect of recruitment, conditions of service, performance management, staff development, employment rights and pay, promotion, staff development opportunities, and access to facilities;
* no disabled student or member of staff is treated less favourably because of their disability; and
* an Accessibility Plan will be made and kept under review.

# Implementation

3.1 The Board of Trustees will delegate responsibility for overseeing the implementation of this policy to the Director of Finance and Operations.

3.2 The Principal will have overall responsibility for ensuring that this policy is implemented and will report to the Board of Trustees as required.

# Disability Code of Practice

## 4.1 Environment

The Director of Finance and Operations will ensure that:

* accessibility to the Academy’s premises and facilities is kept under review in accordance with this policy;
* any future building projects or alterations will be considered at the planning stage for accessibility and usability by people with disabilities; and
* evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

4.2 Students

The Board of Trustees will ensure that applications for admission will be considered in line with the published admission arrangements for all students.

An applicant’s disability will not prevent him/her from being offered a place and integrated into the Academy unless:

* The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
* The Academy would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.

The Academy aims to provide disabled students with the appropriate support to enable them to be fully integrated. This includes the reasonable provision of any aids or auxiliary services if these could alleviate any disadvantage.

The Academy will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

The needs of disabled students will be considered in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying at the Academy will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the Director of Finance and Operations.

The Academy recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs.

The Academy will consult with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENDCo in liaison with specific curriculum area managers and the Academy’s Examinations Officer.

4.3 Staff

The Principal, in consultation with the Board of Trustees and in discussion with disabled staff, will endeavour to provide any aids and support that would help them to fulfil their role in the Academy, considering any budgetary restraints.

Disabled members of staff will be offered the same conditions of service, employment rights, promotion, and training opportunities as other staff in the same roles in the Academy.

Disabled staff are encouraged to bring any complaints about their treatment as disabled staff to the notice of the Principal in the first instance. All staff may use the Academy’s grievance procedure if they consider this to be the best route.

# Liaison with Parents

5.1 The Academy will ensure close liaison with families of all students with a disability through the provision of designated staff members with allocated time and effective communication skills.

5.2 Whenever appropriate, information to home will be provided in different formats to take account of disability.

5.3 Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will consult closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

# The Accessibility Plan

6.1.1 The plan aims to improve access to all aspects of education within the Academy.

6.1.2 The Academy is organised in a way that:

* helps to remove any existing barriers to students;
* aims to widen the opportunities for all students in the life of the academy; and
* enables any difficulties to be overcome.

* 1. In this way the Academy emphasises its commitment both to the members of staff and students and its community, based on the promotion of self-respect and respect for others.

* 1. The plan has four inter-linked elements:

a) Improvements in access to the curriculum by:

* providing for all students a curriculum which is appropriate to them; and
* ensuring that the curriculum is delivered in such a way that all students regardless of any impairment, may benefit fully from it.

b) Improvements to facilities and equipment by:

* physical improvements to increase access to education and associated facilities;
* providing appropriate educational equipment and physical aids so that educational programmes in the Academy can be fully accessed by all students; and
* providing appropriate aids and guidance for staff with disabilities to support their role in the Academy.

c) Improvements to the premises by:

* ensuring that all the Academy buildings and grounds facilities are accessible to students, staff, and visitors with disabilities.

d) Improvements to Information by:

* providing for students and their parents, and staff, information about the Academy that takes account of disability and its curriculum in a format that takes account of any disability; and
* improvements in the provision of information in a range of formats.

6.4 The Accessibility Plan explains the steps that the Academy will take to ensure that the plan’s objectives are met and are kept under review. The plan should be a three-year rolling plan.

# Reasonable Adjustments

The Disability Discrimination Act (1995) states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

* adaptations to premises
* re-allocating some duties
* altering hours
* finding alternative accommodation
* rehabilitation leave
* training
* modifying equipment
* modifying instructions or manuals
* modifying assessment or testing procedures
* providing a reader or interpreter
* providing supervision

The Special Needs and Disability Discrimination Act (SENDDA) obliges schools to make reasonable adjustments to enable disabled students to have access to the Academy’s curriculum, premises, facilities, and equipment.

The Equality Act 2010 provides that schools should provide any aids or auxiliary services if these could alleviate any disadvantages.

This Accessibility Plan should be read in conjunction with the following Academy policies;

* Behaviour Policy - Ready to Learn
* Equal Opportunities Policy (Staff)
* Equal Opportunities Policy (Students)
* Equal Opportunities Policy (Exams)
* Health and Safety Policy
* SEN and Disabilities Policy
* Admissions Policy

# Responsibilities

8.1 The Board of Trustees will:

* ensure that the implementation of the policy is monitored;
* consider reports from the Principal; and
* make recommendations and give guidance to the Principal.

8.2 The Principal will:

* implement the Board of Trustees’ equal opportunities policies;
* ensure that all staff are aware of the policy on equal opportunities;
* ensure that the equal opportunities policies are applied to all staff recruitment procedures, by all those involved in the selection, appointment, and development of staff;
* ensure that the equal opportunities policies are taken account of in pay and conditions, performance management, promotion, and training matters;
* ensure that the Academy’s records of discriminatory incidents and the outcomes are checked regularly; and
* promote the principle of equal opportunity and respect for other people in all aspects of Academy life.

# Monitoring and Review

9.1 The Director of Finance and Operations will report to the Principal on the effectiveness of the policy and make recommendations for any improvements.

9.2 The Board of Trustees will review this policy every year and assess its implementation and effectiveness.

**Increasing the extent to which disabled students can participate in the Academy curriculum**

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| **Period** | **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Goals achieved** |
| Short term | Enable staff to increase their knowledge and understanding of needs of disabled students and  differentiating the curriculum. | CPD.  To develop one-page “My Plan” profiles for all students with SEND so that staff are aware of strategies for delivering subject-specific information to disabled students and so can use this to inform their daily teaching. | Staff confidence in providing appropriate teaching and support to meet the requirements of disabled  students' needs.  My Plan profiles complete, accessible, and used by all staff. | December 2023.  To be reviewed termly (ongoing). | Flexible approach to disabled students and increase in full and fair access to the curriculum.  Success of disabled students in  examinations. |
| Short term | To enable staff to plan  lessons which are adapted to meet the needs of all our students at the Academy. | CPD. There are  high expectations and high  aspirations for all students  regardless of their disability. | Staff able to plan and implement effective lessons to meet the needs of disabled students with regards to accessing the curriculum. | September 2023 - May 2024. | Teaching is fully inclusive and all students whatever  their disability will be able to access all aspects of the curriculum. |
| Medium Term | Increasing the extent to which disabled students can participate in the Academy curriculum. | Curriculum review led by VP Curriculum and Head of Faculties. | Curriculum model is accessible to all students and potential barriers are considered when making curriculum choices. | Ongoing training  throughout the Academic year. | Appropriate Curriculum choices made to ensure all students flourish. |
| Medium term | To improve the learning progress for disabled students. | Ensure that Access arrangements and support are agreed and implemented for all students with disabilities. | Annual audit scores, termly reading and comprehension age measures  Student grades/levels of  progress/attainment data. | March 2024.  To be reviewed per learning cycle (ongoing). | Progress of disabled students over time, evidence in SMID data review.  Success of disabled students in examinations. |
| Long  term | To improve the level of parental engagement with the Academy to support their child’s education. | Review process for sharing information about children with parents.  Arrange sessions with professionals/agencies to support staff and parents in providing for children with disabilities – including education for parents and careers/destinations guidance. | All students able to participate  in all curriculum and extra  curriculum activities including  enrichment, visits, and trips.  All stakeholders of the  academy will be informed of  academy events and  information.  Parents feel well supported and work in harmony with the Academy to support their child’s learning. | September 2024 -December 2024. | Inclusive approach to  Academy life outside  of scheduled and  taught lessons. The  inclusive nature of the  Academy extends to  all stakeholders  promoting and creating  relationships that  extend beyond the  Academy environment. |
| Long term | To improve the learning environment for disabled students. | To complete an annual inclusion, walk with VI/HI students to further develop the environment for improved access.  Additional transition support provided to new students joining the Academy with a disability.  Further CPD for staff using specialist equipment/resources. | Improved access to curriculum through  improved environment should be reflected in progress across the  curriculum through attainment and grades. | September 2025 -December 2026. | Positive student and parent voice.  Improved results/findings from  curriculum reviews and  assessment outcomes. |

**Improving the physical environment of the school to increase access to education by disabled students**

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| **Period** | **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Goals achieved** |
| Short term | Incorporation of appropriate colour schemes when refurbishing to benefit students with visual impairments. | Seek advice from Local Authority sensory support service on appropriate colour schemes. | Some areas are made more accessible to visually impaired children. | March 2024. | Physical environment improved. |
| Short term | Enable disabled students and  visitors to park within reasonable distance of the Academy. | There are two designated parking spaces for disabled people near the Academy main entrance. | Parking for disabled people  achieved. | August 2024. | Improved access to Academy site. |
| Medium term | Provide accessible toilet facilities for disabled students and visitors. | Identify appropriate existing  facility and improve it. | Minimum of one accessible toilet. | March 2025. | Improved facilities for disabled students and visitors. |
| Long  term | Enable disabled pupils and visitors to access the ground floor of the Academy building.  Plan to fit ramps and handrails to the entrances and exits which have priority. | All areas of the academy’s ground floor are accessible to students and visitors. | Having secured capital  resources from the LA the  school's entry areas will be  fully accessible. | March 2026. | Physical accessibility increased. |
| Long  term | Provide access to upper floor classrooms if at all practicable. | Research and cost lift / staircase and funding with the Local Authority. | The academy’s entry areas are fully accessible.  All internal and external stairs highlighted for visibility. | March 2026. | Improved access to educational facilities.  Improved progress over time for students. |

**Improving the delivery of information to disabled students**

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| **Period** | **Targets** | **Strategies** | **Outcome** | **Timeframe** | **Goals achieved** |
| Short term | Staff to ensure the availability of written material in alternative  formats. | Use of the services available through for converting written information into alternative formats (e.g., Local Authority). Staff use agreed font size, colours, etc as required in My Plans. | Where needed, the Academy provides written information in alternative formats. | Ongoing. | Delivery of information to disabled students is improved. |
| Medium term | Staff to become familiar with technology that is available to assist  disabled students in accessing all aspects of the academy curriculum. | Staff to undergo training  regarding assistive technology available to support disabled students in accessing the curriculum. | Disabled students make effective use of assistive technology increasing their ability to successfully access the curriculum. | March 2024. | Flexible approach to disabled students and increase in access to the National Curriculum. Success of disabled students in examinations. |
| Long  term | Information is presented to students, staff, parents, and visitors in a way which is user friendly for any people with disabilities. | CPD to develop awareness of disability and how to plan events and information evenings to include alternative formats where necessary. | All events and information evenings are planned to include alternative formats where necessary. | Ongoing. | Flexible approach in delivering events and information evenings, ensuring that the  inclusive nature of the Academy extends to all stakeholders. |
| Long term | To develop a formal system of collecting the views of SEND students/families to improve the delivery of information to disabled students. | To collect the views of SEND  Students/families at least annually  through the My Plan/EHCP review meetings.  To review the SEND provision in Curriculum Reviews, trustee visits and other student voice activities. | An improved system for delivery of information for disabled students, influenced by their views. | March 2024 - June 2024.  To be reviewed termly (ongoing). | SEND students views are responded to and acted upon as appropriate.  SEND students represented in the Academy SEND reports. |