



All Saints'
Academy
Cheltenham

Accessibility Policy

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Staff Owner:	Mr Benjamin Williams / Mr Rick van Driel
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Accessibility Policy

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Accessibility Policy

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1. Introduction

1.1 The policies 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.

2. 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.

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3. 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.

4. 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.

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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.

5. 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.

6. 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.

6.2 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.

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6.3 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.

7. 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 (SENDAA) obliges schools to make reasonable adjustments to enable disabled students to have access to the Academy's curriculum, premises, facilities, and equipment.

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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

8. 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.

9. 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.

Appendix – Accessibility Plan

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum progress is tracked for all students, including those with a SEND</p> <p>Targets are set effectively and are appropriate for students with additional needs</p> <p>The curriculum, and co-curricular offer, is reviewed to ensure it meets the needs of all students</p>	<p>Annual review by SENDCo.</p> <p>Ensure ASA teaching strategy for every lesson is inclusive</p>	LH LH/LW	All courses contain reasonable adjustments to maximise participation.

Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps and step-free access • Elevators • Corridor width • Disabled parking bays 	<p>Annual review by site team.</p> <p>Include elevators in the ongoing maintenance plan, managing the timely replacement of the</p>	JB JB	Students can safely access all areas.

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	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Care suite • Library shelves at wheelchair-accessible height • All classrooms have accessible desks 	<p>elevators and looking into alternative lifts for staff and students</p> <p>Ongoing staff training on use of Evac chairs</p>	JB	
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Aim	Current good practice	Actions to be taken	Person responsible	Success criteria
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • 1-1 support from the SEND team where required • Internal signage • Regular progress reviews with parents • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>Bromcom roll out supports students.</p> <p>Curriculum resources (Curriculum Organisers and teaching resources) are honed.</p> <p>Review website content to ensure ease of access to all.</p>	LW GS KE	Alignment across the curriculum of our teaching and presentation approach with students is visible.