



## Academy Policy

# Accessibility Plan

CEO approval:	Sean Kelly	Date: 11.2019
LGB Cluster ratification		Date: 11.2019
Last reviewed on:	01.12.2019	
Next review due by:	01.12.2022	

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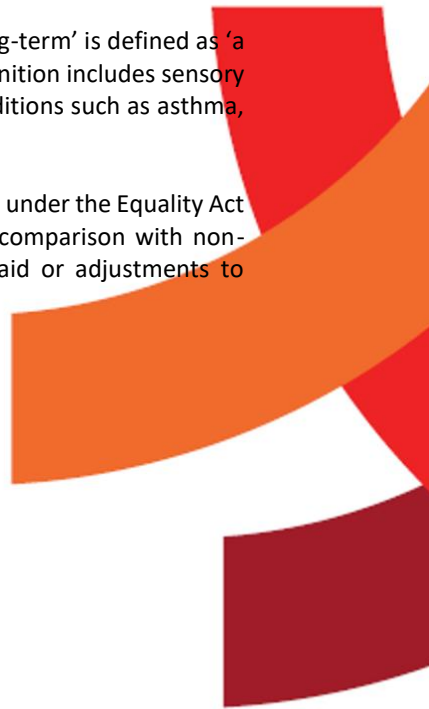
## 1. Introduction

- 1.1 Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- a) Increase the extent to which disabled pupils can participate in the curriculum
  - b) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
  - c) Improve the availability of accessible information to disabled pupils
- 1.2 Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 Equality and Diversity:
- 1.4 The plan will be made available online on the Trust website, and paper copies are available upon request.
- 1.5 Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- 1.6 The Academy supports any available partnerships to develop and implement the plan.
- 1.7 The trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- 1.8 We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees.

## 2. Legislation and guidance

- 2.1 This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- 2.2 The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

- 2.3 Under the Special Educational Needs and Disability (SEND) 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.
- 2.4 Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



### 3. Action Plan

3.1 This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Ambleside Academy offers a differentiated curriculum for all pupils, designed to meet the needs of our school community and underpinned by our school values of ambition, respect, empathy, resilience, kindness, curiosity and confidence.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Assessment systems are used appropriately to ensure teaching is accurately pitched to meet pupil needs eg use of B squared/ AET framework</p> <p>Targets are set effectively and are appropriate for pupils with additional needs e.g Communication targets are set for targeted individuals using AET framework.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. E.g.</p>	<p>Increase access to the curriculum for pupils with a disability.</p> <p>SENDCo to be outward-facing looking to learn from best practice across the trust and the wider system.</p> <p>Best practice to be shared with all staff, with appropriate CPD to support.</p> <p>AET resources to be a focus of the SEN Network 2022/23 – Director of Education leading on this.</p>	<p>Principal/SENDCo</p>	<p>Ongoing</p>	<p>Increased access to the curriculum for pupils with a disability.</p> <p>AET resources to be implemented into the academy and a go-to resource for staff.</p>

	SENCO and Deputy Principal review (Dec 2020)				
Improve and maintain access to the physical environment	<p>The environment is accessible and can be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps e.g. to access playground/ entrances</li> <li>• <i>Wide corridors</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> </ul> <p><i>Furniture and resource shelves at a wheelchair-accessible height</i></p> <p>New SEN-focused provision (Nest), including outside space.</p>	<p>Further development of the Sensory room.</p> <p>Visit trust special schools and view their new sensory rooms (due to be completed autumn 2022)</p>	SENDCo/Site Manager/Director of Education	Spring 2023	The physical environment is meeting the needs of the pupils
Improve the delivery of information to pupils 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"> <li>• Visual signage in classes</li> </ul>	<p>Research the use of technology to further aid information delivery to pupils with a disability.</p>	SENDCo	Summer 2023	Improve the delivery of information through the use of technology.

	<ul style="list-style-type: none"><li>• Large print resources if necessary</li><li>• Pictorial or symbolic representations</li><li>• Staff trained in Makaton</li></ul> Use of PExS				
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## **4. Monitoring arrangements**

- 4.1 This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.
- 4.2 It will be prepared by the Principal and approved by the board of trustees.

## **5. Links with other policies**

- 5.1 This accessibility plan is linked to the following policies and documents:
- a) Risk assessment policy
  - b) Health and safety policy
  - c) Equality information and objectives (public sector equality duty) statement for publication
  - d) Special educational needs (SEN) information report
  - e) Supporting pupils with medical conditions policy
  - f) Teaching learning
  - g) Behaviour
  - h) SEND
  - i) Curriculum intent statement



FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	1	None		
Corridor access	Yes	None		
Lifts	No	N/A		
Parking bays	Yes (x1) in main car park Access area designated at Minver (south entrance) pedestrian gate	None		
Entrances	X3 accessible main entrances plus access to Nursery and school hall and reception classes.	None		
Ramps	Yes	Clear in the event of snow. Grit in the event of ice.	Site team	As needed
Toilets	X3 accessible toilets			
Reception area	Yes, accessible			
Internal signage	Exits signed			
Emergency escape routes	Individual PEPs (personal evacuation plans).  Named staff to check allocated areas in the event of emergency evacuation. Fire exits accessible and signed	Check safety of main exit door – door release is positioned at adult head height to maintain pupil safety, so cannot be reached by wheelchair users	W.M.	Dec 2020