

Accessibility plans

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with pupils, parents, staff and the Regional Director and will advise other school planning documents.

The plan will be reviewed by the academy and monitored by the Regional Director (Is there a plan? Does it follow the OCL model? Has the plan been developed and shared with stakeholders? How is it being monitored by academy leaders?)

The MS Team will look at policy in to practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility Plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Possible table format for accessibility plan:

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	All students have access to every subject.	ST: all staff aware of specific students and their needs	1 page profiles updated and fully accessible Additional information shared with staff at	CMU/BMO	Sept 2017	Staff are putting strategies in place.

		<p>MT: Subject specific staff are skilled to deliver via appropriate technologies</p> <p>LT: OAJW staff and academy are equipped to support any disability</p>	<p>timely intervals throughout the year</p> <p>CPD: IT investigated and used where appropriate</p> <p>CPD: all manual handling/personal care training is up-to-date</p>		<p>Jan 2018</p> <p>On-going to meet varied needs</p>	<p>Technologies are available and in use in classroom on a regular basis (where appropriate)</p> <p>Whole school CPD has been put in place using professional providers</p>
<p>Improve and maintain access to the physical environment</p>	<p>Building is fully accessible to all physically disabled students</p> <p>Classrooms audited to check accessibility e.g. adjustable tables</p>	<p>ST: ensure adjustable table is close to the door in every appropriate classroom</p> <p>MT: all SEND staff trained to support within lessons</p> <p>LT: The academy can be accessed by student with any form of disability</p>	<p>SEN Manager and Deputy Manager audit classrooms</p> <p>CPD for department to be put in place through timetabled sessions</p> <p>On receipt of consults for disabled students the Regional AVP and SEN Manager will audit the Academy and assess and recommend any changes</p>	<p>CMU/BMO</p> <p>BMO/JGR</p> <p>VBL/CMU</p>	<p>Sept 2017</p> <p>Jan 2018</p> <p>On-going to meet need</p>	<p>Disabled students can access tables in all lessons with minimum disruption</p> <p>All SEN staff can effectively and appropriately support disabled students in lessons.</p> <p>Equality Act is fully met.</p>

<p>Improve the delivery of written information to pupils</p>	<p>All written information is provided either via laptop or individual hard copy that is clear to read. A writing slope to be used to increase independence where appropriate</p>	<p>ST: staff aware of their responsibility to provide resources for individual students</p> <p>MT: SEND staff understand how to increase independence whilst supporting the access of written information</p> <p>LT: IT is provided that is personalised to the students specific needs</p>	<p>Staff and SEN team discuss the needs of individuals and provide necessary resources</p> <p>CPD on good practice and understanding the needs of individual students and moving them forward based on addressing their barriers to learning</p> <p>Individual laptops or other technologies are provided where the needs are such that this will impact on the learning of the individual</p>	<p>SEN TEAM and teaching staff</p> <p>SEN TEAM and teaching staff</p> <p>Regional Senco, SEN Manager and Local Authority</p>	<p>Sept 2017</p> <p>Jan 2018</p> <p>On-going and bespoke to individual students</p>	<p>All students can access learning in manner that is fit for purpose for their needs</p> <p>Students able to access GCSE exams and AP/ exams independently with minimal support whilst demonstrating their understanding</p> <p>All students are able to access the curriculum regardless of their needs.</p>
--	---	---	--	--	---	--