



Accessibility Plan Policy

Date Last Reviewed: December 2016
Reviewed by: Primary Principal
Approved by: CEO
Next Review Due: December 2019

PURPOSE

- 1.1 To increase access to education for students with disabilities, in the three areas required by the planning duties in the Equality Act 2012, Schedule 10, Paragraph 3 (See Appendix 1):
 1. Increasing the extent to which disabled students can participate in the Academy's curriculum,
 2. Improving the physical environment of the Academy, for the purpose of, increasing the extent to which disabled students are able to take advantage of education, benefits, facilities and associated services provided or offered by the Academy, and;
 3. Improving the delivery, to disabled students, of information which is readily accessible to other students who are not disabled.

TIMEFRAME

- 2.1 The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the student's disabilities and the views of the parents/carers and student.
- 2.2 In line with current legislation, this is a three year plan (The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005.) This plan will be kept under review during the period to which it relates and, if necessary, be revised.

DEFINITION

- 3.1 A person is regarded as having a disability, under the Act, where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.
(N.B. Students with specific medical needs'; the responsibility of the designated Safeguarding Lead (henceforth DSL) and the Complex Case Officer (henceforth CCO), accessibility needs are also addressed in this plan).

CURRICULUM

Targets	Strategies	Timescale	Responsibility for
<p>The evolving curriculum remains accessible.</p> <ul style="list-style-type: none"> -Identify areas for improvement to address. -Subject areas plan to/ address areas for improvement identified. -Subject leader monitors actions and impact. -Special Educational Needs and Disabilities Co-ordinator (henceforth SENDCO) reviews. 	<ul style="list-style-type: none"> -SENDCO prompts HLTS's and TA's to reflect with subjects, extent to which disabled students can access their subjects' curriculum. (<i>E.g. do the curriculum and resources include examples of people with disabilities?</i>) -SENDCO collates reflections with HLTAs and TAs; essentially a 'subject audit.' -SENDCO co-ordinates feedback to subject areas with advice on how to make improvements in the coming term. -Cycle of 'review, plan, do' repeated. 	Termly	SENCO , HLTS's, TAs, , Subject leaders, teachers
<p>Staff members skilled to support students with Special Educational Needs and Disabilities (henceforth SEND.)</p> <ul style="list-style-type: none"> -Evaluate staff capability to differentiate. -Plan staff training to address -Evaluate impact 	<ul style="list-style-type: none"> -Analyse learning enquiry data (across Academy, subjects, by teacher) and report findings to SENDCO, teacher responsible for teaching and learning and Principal -INSET provided to staff members – including how to differentiate the curriculum. Bespoke training e.g. <i>coaching foci where need identified.</i> 	<p>Termly</p> <p>Responsive to need</p>	SENCO, Principal, teacher responsible for T&L
<p>Academy Trips take into account SEND students' needs (and students with specific medical needs.)</p>	<p>SEND students identified within trip planning documentation which prompts planners to ensure:</p> <ul style="list-style-type: none"> - Awareness of needs, including those outlined in individual's Health Care Plans (e.g. that require medication administering.) - briefed on requirements, by person responsible for meeting particular need in school. 	As each trip planned	Trips co-ordinator Trip planners
<p>Curriculum accessible to individual SEND students (and students with specific medical needs.)</p>	<p>Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.</p>	Case-by-case	SEN(D)CO , SEND key workers, teachers, HLTAs, TA's
<p>SEND students (and students with specific medical needs) can access lessons.</p>	<p>See Ravenfield Academy 'SEND' and 'Supporting students with medical needs' policies</p>		

PHYSICAL ENVIRONMENT

The building is DDA compliant but due to the age of the site stair lifts are used in order to make all areas accessible from internal corridors. Classroom allocations are considered in order to ensure the accessibility to high use areas.

Targets	Strategies	Timescale	Responsibility for
The physical environment remains accessible – Aware of any arising barriers and planning to address them.	Audit of physical environment (e.g. stairs/lifts, access to toilets, medical room, changing facilities, lighting levels, control of sunlight, ICT, furniture, fire evacuation procedures)	Annually	Premises and facilities manager Site check
Learning environment of students with visual impairment (henceforth VI) or hearing impairment (henceforth HI) is accessible	Audit and advice from specialists acted upon (e.g. Incorporation of appropriate colour scheme)	Annually	SEN(D)CO, Occupational therapist
Physical environment accessible to individual SEND students (and students with specific medical needs.)	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Case-by-case	SEN(D)CO, SEND key workers, teachers, HLTS's, TA,s

INFORMATION

Academy aware of services for converting written information into alternative formats and use them.

Targets	Strategies	Timescale	Responsibility for
School information (e.g. written, website) remains accessible -aware of gaps and planning to address them	Audit of information delivery procedures	Annually	SEN(D)CO, ICT manager
Delivery of information readily accessible to individual SEND students (and students with specific medical needs.)	Case-by-case evaluation of whether needs met, plans to address barriers where necessary, regularly reviewed, especially in light of changing needs.	Case-by-case	SEN(D)CO, SEND key workers, teachers, HLTS's, TA,s

Accessibility Plans

3(1) The responsible body of a school in England and Wales must prepare—

(a) An accessibility plan;

(b) Further such plans at such times as may be prescribed.

(2) An accessibility plan is a plan for, over a prescribed period—(3 years **The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005**)

(a) Increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and

(c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

(3) The delivery in sub-paragraph (2) (c) must be -

(a) Within a reasonable time;

(b) In ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

(4) An accessibility plan must be in writing.

(5) The responsible body must keep its accessibility plan under review during the period to which it relates and, if necessary, revise it.

(6) The responsible body must implement its accessibility plan.

(7) A relevant inspection may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan.

(8) A relevant inspection is an inspection under -

(a) Part 1 of the Education Act 2005, or

(b) Chapter 1 of Part 4 of the Education and Skills Act 2008 (regulation and inspection of independent education provision in England).