

Accessibility Plan – Introduction



Academy duties around accessibility for disabled students;

Academies need to carry out accessibility planning for disabled students. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010** Part 5A of the Disability Discrimination Act 1995 (DDA) and requires the governing body to:

- promote equality of opportunity for disabled people: students, staff, parents, carers and other people who use the academy or may wish to; and
- prepare and publish an Accessibility Plan to show how they will meet these duties

This **Accessibility Plan** sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled students under part 4 of the DDA:

- Not to treat disabled students less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the academy curriculum;
- improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled

It is a requirement that the academy's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary.

In drawing up the **Accessibility Plan** the academy has set the following priorities:

- To provide safe access throughout the academy for all academy users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the academy experience as fully as possible.

At Newark Academy we are committed to establishing equality for all students, their parents, staff and other users of the academy.

At Newark Academy our aim is to foster a love of learning and develop enquiring minds; enable all our children to overcome barriers and reach their full potential; ensure that our children value themselves as unique individuals, celebrating diversity and respecting differences and to work together as a community to enable all our children to develop as responsible citizens.'

It is the responsibility of the whole academy community to implement this scheme in a manner which promotes the inclusive ethos of our academy.

Accessibility Plan:

The Involvement of Disabled Children and Young People, Staff and Parents

According to the Act, a disabled person is defined as 'someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Newark Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following academy policy documents:

- Special Educational Needs
- Equal Opportunities

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled students can participate in the academy's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the academy such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Improving the delivery to disabled students of information which is already provided to students who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by students or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled students can participate in the academy curriculum.

The academy SEN policy ensures that staff identify, assess and arrange suitable provision for students with disabilities and special educational needs. SENCO manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The academy's SENCO provides additional support for students and support teachers in implementing strategies for improving students' behaviour and access to learning.

Improving access to the physical environment of the academy

This element covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all students and ensure that they have access to all aspects of education offered by Newark Academy. As the buildings at Newark Academy were officially completed in January 2016 the requirements of modern, disability accessible premises were strictly adhered to. Wheelchair access/egress is possible from all of our internal and external doors. We have a lift to access the first and second floors. Each floor has disabled access toilets and washing facilities. Safety refuge points have been installed on all of our staircases and every floor. Our sports facilities are all on ground level, including our outside all weather games area.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Plan is reviewed annually by governors.

The Involvement of Disabled Children and Young People, Staff and Parents

According to the Act, a disabled person is defined as 'someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities'. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Hillcrest Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following academy policy documents:

- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled students can participate in the academy's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the academy such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Improving the delivery to disabled students of information which is already provided to students who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by students or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled students can participate in the academy curriculum.

The academy SEN policy ensures that staff identify, assess and arrange suitable provision for students with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the Inclusion Leaders manage the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The academy's Inclusion Leaders provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning. The academy works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- STARS

Improving access to the physical environment of the academy

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all students and ensure that they have access to all aspects of education offered by Hillcrest Academy.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan is reviewed annually by governors.