



## Accessibility Plan

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This duty requires schools and academies to produce an Accessibility Plan, published and evaluated annually, which identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas.

The three areas are:

- Increasing the extent to which disabled pupils are able to participate in the school curriculum.
- Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

In addition, the Disability Equality Duty (2006) required all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

In furtherance of this duty the academy has:

- **Involved those with a disability in producing an equal access culture**
- Demonstrated the academy has taken action identified to achieve outcomes.
- Arranged to report on student progress, review and revise the AP annually.

### **1A: The purpose and direction of the academy's plan: vision and values**

The academy access plan will focus on removing barriers to access and positively promote the involvement and successful participation of pupils with disabilities.

The Samuel Lister Academy has high ambitions for all its pupils and expects them to participate in, contribute to and achieve in all aspects of academy life.

The Samuel Lister Academy is committed to equal opportunities as determined by the National Inclusion Statement and supports those aims to

- Set suitable learning opportunities
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

### **1B: Information from pupil data and academy audit**

- The nature of the academy's identification and commitment to disability is clear
- Staff are regularly up-dated on the provision for and best methods for improving access for a wide range of disability e.g. the hearing impaired service delivered to all staff at a staff meeting; this work is co-ordinated through weekly Matrix meetings.
- We provide very well adjusted timetables that can provide personalized learning for pupils. We do everything we can to ensure every student has access to the full curriculum; a relevant curriculum; academy visits
- Staff and students are well-informed on the nature and individual detail of disability. This is up-dated throughout the year.
- **The Academy Development Plan reflects our determination to further promote access as it contains key items on differentiation and behaviour for learning.**

#### **1C: Views of those consulted during the development of the plan**

Views are taken at SEN planning meetings, review meetings and IEP reviews. There is a very positive opinion regarding the provision for and access by students with disabilities. These meetings give us a chance to reflect on what we do and make adjustments when needed. We are adept at providing highly personalised timetables, provision and support.

Student progress is tracked intensely through two weekly forums. Matrix is most concerned with impacts of social circumstances, SEND and attendance, whilst RAP is mostly concerned with academic provision and practice. Both forums recommend interventions, support and changes to provision to meet individual needs. House Leaders (associate colleagues) take an active lead in the pastoral well-being of the students in their house and Heads of House (teaching staff) lead on academic progress data analysis within their House.

#### **2A: Increasing the extent to which disabled pupils can participate in the academy curriculum.**

- Weekly meeting with HLTAs will inform their role / work with disabled pupils.
- CPD activities will be arranged for all staff, e.g. Aspergers, Hearing Impaired and Behaviour for Learning training will be provided annually.
- By engaging the help of support of outside advisers we will enhance knowledge and techniques of staff.
- Staff and governors will be made aware of their responsibilities and requirements under any the new legislation.
- Advice will be given on classroom layout for pupils with disability.
- The majority of advice and help is contained within pen-portraits stored securely on the staff intranet. Sensitive but necessary advice is shared verbally either one-to-one or at staff weekly briefing (if all staff 'need to know' ).
- Differentiation to meet individual need is the responsibility of every teacher and the academy's commitment to this is reflected in ADP.
- Access is enhanced and provided by effective deployment of HLTAs.
- The academy works extensively with outside agencies to support students, for instance Hearing Impaired Communicators and Educational Psychologists.
- All students have access to and participate in all practical, expressive and physical activities. Risk assessments are in place where individual need dictates.

#### **2B: Improving the physical environment of the school. We**

- have continued to make improvements by guaranteeing level access to all buildings and ensuring that designated parking is clearly marked.

- cater for disabilities in our transport arrangements including sports / PE coaches / school minibus bookings.
- have improved lighting and painted step edges and wall ends yellow.
- support students with mobility difficulties by special arrangements e.g. being allowed to leave lessons 5 minutes early.
- Suggest alternative activities for disabled students who cannot engage in particular activities.
- Provide ICT facilities for disabled students which reflect and support our current population and are regularly reviewed and upgraded in the light of changed circumstances or new intake.
- On school visits, take into account students with disabilities. Visits are planned for well-in advance, a risk assessment is undertaken and an action plan produced. We aim to ensure that all students will have the opportunity to participate in school visits irrespective of attainment or impairment.
- Ensure staff have the necessary training to teach and support students with disabilities, and regularly assess training requirements for new staff or with regards to new need.
- Plan lessons responsive to pupil diversity. Projects and lessons that educate the whole community of disability, e.g. PSHCE, Employment of peer tutoring techniques, are used.
- Provide a well-being centre with access to discrete teaching spaces, the LA school nurse and a male and female counsellor.
- Reviewed our emergency evacuation policy to ensure that physically disabled or immobile individuals are fully considered.
- Will ensure that any new build / major upgrade will incorporate full access arrangements for disabled people, including suitable furniture (adjustable) and fittings (e.g. non slip flooring).

**2C: Improving the delivery to disabled stakeholders of information that is provided in writing for those who are not disabled:**

- currently provide information in large print, and audiotape for students and prospective students and parents who may have difficulty with standard forms of printed information. If requested we will also provide material in user-friendly language, symbols or in Braille.
- ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms, and special requirements will be met wherever practicable.

The accessibility plan commits The Samuel Lister Academy to endeavouring to:

- increase access to the curriculum for students with disabilities.
- improve access for students and parents with disabilities to written information.
- improve the environment to improve access for students and parents with sensory impairments.
- improve the physical environment of the school to increase accessibility.
- improve our knowledge of what works: the physical alterations/improvements already made so as to continue to improve accessibility as far as is practical and financially viable.

Aims

- To increase the involvement of those with disabilities in deciding action that impacts upon them.
- To increase access for those with a disability to the physical environment of the school, the curriculum and ensure equality in regards to access to information
- To evaluate and report to parents on the success of the action plan in meeting its targets

<u>Action</u>	<u>Success Criteria</u>	<u>Lead Person</u>	<u>Timescale</u>	<u>Review</u>
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<b>Agree targets in three key areas and ensure that these are included within the Academy Development Plan and that resources are identified to ensure their implementation</b>	The actions are in the plan and costed with a timescale for delivery	SVP	Oct 2014 - 2015	Mar 2015
<b>Increase access to the curriculum by:</b>	Continuing with the work on differentiation and behaviour for learning that is clearly outlined in the ADP. Continue the excellent deployment of HLTAs across the curriculum to enhance accessibility. Continue flexible curriculum provision through Bespoke.	SVP	Analysed on a weekly basis: RAP, Matrix and statement reviews.	Analysed on a weekly basis Statement and IEP reviews
<b>Increase access to the physical environment by:</b>	Continue to access what is needed in the physical environment - especially with regard to visual and hearing impairment	SVP	Oct 2014 - 2015	Mar 2015
<b>Increase access to written materials by:</b>	Ensuring that students with hearing impairment have access to video resources by transcript and access curriculum by having written materials in advance of lessons so that they can be absorbed and learnt.	SVP	Oct 2014 - 2015	Weekly by Matrix
<b>Review systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates</b>	Views are discussed and new plans derived on a regular basis		Three times a year	IEP reviews
<b>Review systematic procedures for monitoring the implementation of reasonable adjustments throughout the curriculum and extended school services</b>	Via RAP meetings weekly	SVP	Oct 2014 – Oct 2015	Weekly
<b>Review the systematic processes for evaluating the impact</b>	Meeting to discuss the plan and its impact	SVP	Oct 2014	Annual Report to governors

<b>of reasonable adjustments on cohorts with a disability and report annually to governors</b>				
<b>Agree process to publish annual reports to parents on the success of the action plan in reducing discrimination and identifying further targets</b>	Meeting to discuss the plan and its impact	SVP	Mar 2015	Report to governors