

Accessibility Plan

Policy Holder:	Dean Rosembert
Approval Board:	Norfolk Academies
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Date of Approval:	Autumn Term 2018
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	The Review Period and Target Review Date refer to our internal policy review process. The published policy is current and is the most recent approved version.
Legislation or regulation:	Equality Act 2010: Schedule 10, Paragraph 3 Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005

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SECTION 1: NORFOLK ACADEMIES STATEMENT OF INTENT

- 1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Act requires schools to produce an Accessibility Plan that identifies the action they intend to take over a three year period to increase access for those with a disability in three key areas. This plan will be published and evaluated periodically. The three key areas are:

Increasing the extent to which disabled students can participate in the Academy curriculum

Norfolk Academies are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability, and to developing a culture of inclusion, support and awareness within the Academies. Our Academies will also make reasonable adjustments for individual students who need extra provision to that which is already in place, to make sure that all students are involved in every aspect of Academy life and that all barriers to learning are removed.

Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services

Each Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This includes improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Norfolk Academies are committed to improving the delivery of written information to students, staff, parents, carers and visitors. Examples might include hand-outs, timetables, textbooks and information about an Academy's events. Such information will be made available in various preferred formats within a reasonable timeframe.

SECTION 2: SCOPE

- 2.1 This is a Norfolk Academies Statutory Document for Wayland Academy Norfolk. As such, it provides the policy to be followed at the Academy.

SECTION 3: LEGAL REQUIREMENTS

- 3.1 This policy is required by the Department for Education (DfE) and falls into the category of:

C. Other statutory documents

SECTION 4: POLICY

4.1 Equality Act 2010

4.1.1 The Act makes it unlawful for the responsible body of an Academy to discriminate against, harass, or victimise a student or potential student in:

- Relation to admissions;
- The way it provides education for its students;
- The way it provides students access to any benefit, facility or service;
- Excluding a student, or subjecting them to any other detriment.

4.1.2 The protected characteristics are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

4.2 Implementation of the Plan

4.2.1 When performing their duties all staff and governors will have regard to the SEND Code of Practice (2015) and Equality Act (2010).

4.2.2 Compliance with the requirements of the Equality Act (2010) is central to all Academy policies.

4.2.3 Every student has an entitlement to the best education they can receive regardless of any disability they might have.

4.2.4 Any student attending Wayland Academy will have access to all available opportunities including extra-curricular activities, events and Academy trips.

4.2.5 The Academy provides all students with a broad and balanced curriculum in order to meet individual learning requirements.

4.2.6 The Academy recognises and values parents' and carers' understanding of their child's disability and will work closely with them in order to ensure the child can have access to the maximum opportunities within the Academy.

4.2.7 The Academy recognises parents', carers' and the child's right to confidentiality.

4.3 ACCESS TO THE PHYSICAL ENVIRONMENT

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	The Academy is aware of the access needs of disabled children, staff and parent/carers	<p>(a) Each student that is physically disabled has a (PEEP) Personal Emergency Evacuation Plan that is updated yearly or if a change occurs in their condition/disability.</p> <p>(b) Undertake confidential survey of all staff and Governors to ascertain access needs.</p> <p>(c) Amend any existing questionnaires (student, parent/carer or staff) to ascertain access needs and to identify whether these needs are being met.</p>	<p>Annually</p> <p>2014 - 2015</p>	<p>SENCO and/Student Support Manager</p> <p>Site Manager</p> <p>Student Support Team</p>	<p>All PEEPs in place for disabled students and all staff aware of all students' access needs</p> <p>Ensure the access needs of all adults regularly on site are met</p> <p>All stakeholders able to access fully all Academy activities.</p>
2	All Academy staff are trained on access issues	<p>(d) Provide up to date information and training on disability equality for all staff.</p> <p>(e) All contractors doing repairs and maintenance to work to Ten Group Health and Safety and access standards.</p>	<p>Annually</p> <p>Ongoing</p>	<p>Assistant Principal (Student Support)</p> <p>Site Manager Site Manager/Health and Safety Officer</p>	<p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>Ongoing improvements in access to all areas of the site.</p>
3	<p>(a) Investigate storage space outside Drama Studio</p> <p>(b) To provide additional storage space for bags in the main hall during non-contact time</p>	<p>(a) Ensure that all students' bags are stored so that the floor area is kept clear.</p> <p>(b) New system of storage to be developed in addition to spaces in the main corridor.</p>	<p>2014-2015</p> <p>July 2013</p>	<p>Site Manager</p> <p>Assistant Principal</p>	<p>Access whilst repairs and maintenance work is taking place to ensure corridors and public areas are kept free of tripping hazards.</p>
4	Improve signage and visibility for visually impaired people	<p>(a) Replace external light bulbs immediately when blown.</p> <p>(b) Ensure signage is clear and appropriate.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Caretaker/Site Manager</p> <p>Site Manager</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>Access around the site easier for all.</p>

5	Ensure that all disabled students can be safely evacuated	<p>(a) Put in place Personal Emergency Evacuation Plans for all disabled students.</p> <p>(b) Review evacuation Procedures to ensure all staff are aware of their responsibilities.</p>	<p>Annually</p> <p>Annually</p>	<p>SENCO and/or Student Support Manager</p> <p>Site Manager</p>	All disabled students and staff working with them are safe and confident in event of fire (or other situations where evacuation is deemed necessary).
6	Provide wheelchair access to all areas of the site	(a) Investigate (and purchase) effective entrance methods for wheelchairs (possible ramps?)	2014-2015	Site Manager	That appropriate access is available to wheelchair users.
7	Ensure all Fire Escape routes are suitable for all students	Request advice from the Ten Group on accessibility of exit routes and fire doors, particularly for wheelchairs PEEPS stipulate who is responsible for the evacuation of disabled student from each classroom	Ongoing	Site Manager	All staff, students and visitors (including disabled) able to have safe independent escape in emergency situations. Ensure all Academy staff are aware of their responsibilities.
8	Access to disabled toilets within 40 metres of any classroom	Install disabled toilets in Maths and ICT block	2014-2015	Site Manager	Disabled toilet access available throughout Academy
9	Improve accessibility of ICT suites	<p>(a) Ensure ramps enable access to Maths/ICT Block.</p> <p>(b) Plan to ensure mobility around classroom of wheelchair users (and any other disabled or visually impaired person).</p>	2014-2015	Head of ICT / Site Manager	Optimise teaching and learning in ICT. Equipment which encourages use by disabled students.
10	Ensure that the edges of all steps in the Academy are visible	Paint and maintain the paint on edges of each step.	Annually	Site Team	All steps are visible to all members of the Academy.

11	To ensure that all mobile rooms are properly maintained with heating and/or air conditioning as appropriate.	To do a feasibility study on all mobile rooms.	2014 -2015	Site Manager	All staff and students are safe and work in acceptable conditions.
12	Check all paving around the Academy site is level	Re-lay paving slabs / paths where necessary.	Annually	Site Manager	To ensure visually impaired students can move around site without fear of tripping.
13	To ensure all ramps are up to current specifications	Check every ramp against required criteria.	Annually	Site Manager	To make access to every building accessible to all.
14	To ensure Building Regulations (Part M) are applied throughout the Academy site	Investigate all areas of the site against current Building Regulations.	Annually	Site Manager	To ensure all areas of the Academy fulfil Building Regulations (Part M).

4.4 ACCESS TO THE CURRICULUM

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Ensure all Student Support Mentors have continued specific training on appropriate disability issues	(a) Use staff audit to identify Learning Assistant needs relating to disability issues. (b) Arrange appropriate training for Student Support Mentors.	Annually	SENCO	Raised level of awareness of students with disability ensuring curriculum suits students' requirements.
2	Ensure all staff are aware of disabled students' curriculum access	(a) All disabled students have a PEEP (to be reviewed annually). (b) Training for all staff on specific curriculum requirements for disabled students.	Annually	SENCO and/or Inclusion Centre Manager Assistant Principal Student Support	All staff aware of individual student's access needs. All staff informed of requirement on a regular basis.
3	Increase confidence of teaching (and support) staff in differentiating the curriculum	(a) Training on differentiation to be given to all staff. (b) Audit staff training needs on curriculum access.	2014-2015	SENCO/Assistant Associate Principals	Raised confidence of staff in use of differentiated techniques, enabling increased student participation.
4	Ensure all staff are aware of and able to use relevant software and resources	(a) Audit SENCO resources and analyse for relevance (b) Run training sessions of use of relevant software.	On-going	SENCO	Wider use of SENCO resources in mainstream classes and throughout the Academy.

5	Enable disabled students to have full access to extra-curricular activities and Academy trips	<ul style="list-style-type: none"> (a) Discussion with lead staff of extra-curricular activities and trips. (b) Identify potential area of difficulties. (c) Co-ordination with parents and carers. (d) Organise additional activities for disabled students. (e) Develop guidance for staff on making trips and activities fully accessible. 	Ongoing	SENCO	All Students in Academy able to access all activities, receiving full educational entitlement.
6	Review all curriculum areas to include disability issues	<ul style="list-style-type: none"> (a) Include specific reference to disability equality in all curriculum reviews. (b) Make all staff aware of disability equality through staff training. 	Ongoing	Assistant Principal: Curriculum SENCO	
7	Review PE curriculum to ensure disabled students continue to have access to physical education	<ul style="list-style-type: none"> (a) Ensure there is SEND PE provision within the Academy. 	Ongoing	Head of PE/SENCO	All students able to access physical activities.

4.5 IMPROVING ACCESS TO INFORMATION

	Targets	Strategies	Timescale	Responsibility	Outcomes
1	Review information to parents and carers to ensure it is accessible	<p>(a) Ask parents and carers about access needs when student is admitted to Academy and review regularly.</p> <p>(b) Ensure all letters home are accessible in line with Ten Group guidelines.</p> <p>(c) Produce information in a format which they can access.</p>	Ongoing	Assistant Principal Student Spport	All parents and carers receiving Academy information in a format they can access.
2	To provide written information to students in an appropriate format	(a) Continue to develop methods of presenting information for visually impaired students when they are admitted to the Academy, in discussion with parents and carers.	Ongoing - reviews annually	SENCO/Assistant Principal Student Support	All students can access written information appropriately.
3	Ensure all staff are aware of guidance on accessible formats	Ensure training for all staff on accessible formats.	Annually	SENCO/Assistant Principal Student Support	All staff aware of student, parents and carers preferred methods of communication.
4	Include discussion of access to information in all annual reviews of SEND needs	<p>(a) Ensure preferred method of communication is used.</p> <p>(b) Develop strategies through EHCP.</p> <p>(c) Deliver strategies to all staff through training.</p>	Reviewed bi-annually	SEND/Student Support Manager	To ensure all students are able to access the curriculum.
5	Produce accessibility information to increase support for parents and carers of disabled students	(a) Establish with parents and carers a SEND information portal on the Academy VLE.	Review Annually	SENCO	To ensure all parents and carers are aware of how the Academy will ensure full accessibility within the Academy.

4.6 Parental Guidance

- 4.6.1 Academies must not discriminate against disabled students for a reason relating to their disability. They should promote the inclusion of disabled students in their admission arrangements and in all aspects of Academy life.

Accessibility Plans and 'Reasonable Adjustments'

Academies will vary widely in how accessible they are to individual disabled students. Parents and carers should check what improvements have been made and what is being planned when considering which Academy they would like their child to attend.

Every Academy must have an Accessibility Plan which shows how they intend to improve accessibility for disabled students. The plan must be published and you can ask to see it. It will outline how the Academy will:

- Improve the physical environment;
- Make improvements in the provision of information;
- Increase access to the curriculum.

Academies can also increase access for individual students by making 'reasonable adjustments'. These can be simple changes for instance, making sure lessons are on the ground floor if one of the students uses a wheelchair and the Academy does not have a lift.

They may also be able to offer assistance during assessments or exams, so that students are assessed fairly during their course.

You should always talk to an Academy to discuss what it can reasonably do to include your child.

Improvements to the Physical Environment

Changes to the physical environment that an Academy could make to increase access might include:

- Lighting and paint schemes to help visually impaired children;
- Lifts and ramps to help physically impaired children;
- Carpeting and acoustic tiling of classrooms to help hearing impaired students.

Improving the Way Information is Delivered to Disabled Students

Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it:

- in Braille
- in large print
- on audiotape
- using a symbol system

Increased Access to the Curriculum

Adjustments that would help disabled students have better access to the curriculum might include:

- changes to teaching and learning arrangements;
- classroom organisation;
- timetabling;
- support from other students.

Assistive Technology

Technology suited to your child's needs can help them learn faster and more easily. This can increase their access to the curriculum. Examples of technology that can help include:

- touch-screen computers, joysticks and tracker balls;
- easy-to-use keyboards;
- interactive whiteboards;
- text-to-speech software
- Braille-translation software;
- software that connects words with pictures or symbols.

Some Academies may already have this kind of technology available, or may be planning to get it. Arrangements for distributing resources and funding for equipment vary throughout the UK. If your child has an Education, Health and Care Plan (EHCP), the support outlined in this document must be provided. This may include special equipment.

Academy Transport

The same basic rules apply to all children. But LEAs can make a decision to provide transport on a case by case basis for a disabled child. Your LEA will assess your child's needs when making a decision, taking into account your child's health and/or disability and their age. If your child is offered Academy transport, the vehicle should have the relevant equipment to suit your child's needs - for example ramps or lifts.

Most local councils also provide escorts on Academy transport if needed.

You may be able to get help with your own costs for taking your child to Academy. Your LEA will be able to tell you if this is possible.

Some LEAs have different transport policies concerning students going to special Academies.

If Your Child Cannot Attend School for Medical Reasons

If your child cannot attend school/ the Academy because of health problems, your Local Authority is responsible to help them to continue their education. This could be achieved through home schooling, for example.

SECTION 5: EQUAL OPPORTUNITIES STATEMENT

- 5.1 This policy has been assessed against the nine protected characteristics outlined in the Equality Act 2010.
- 5.2 There may be potential impact in respect of students who may share one or more of any of the nine protected characteristics. This policy is specifically written with the aim to ensure that all necessary sensitivities in the provision of sex and relationships education and parental/carer choice for 'opting out' are clarified and applied consistently.

In addition, each individual Academy within the group, will have published their own Accessibility Plan which stipulates the expectations for access to the curriculum for students who have a defined disability.