

Accessibility Plan

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CONTENTS

1. Introduction	4
2. Policy Objective	4
3. Scope	4
4. Equality Act 2010	4
5. Implementation of the Plan	4
6. Access to the Physical Environment	6
7. Access to the Curriculum	9
8. Improving Access to Information	11
9. Parental Guidance	12

1. INTRODUCTION

- 1.1 This plan is to address the statutory requirements of the Equality Act 2010 and to further the aims of the vision statement by ‘continuing to improve all aspects of the physical environment of the Academy site and other resources so that all disabled students can take full advantage of the education and associated opportunities provided by the Academy’.

DEFINITION OF DISABILITY

- 1.2 ‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities’.

2. POLICY OBJECTIVE

To create an environment which enables disabled students to participate fully in the Academy community by identifying and eliminating barriers that prevent this.

3. SCOPE

This is a ‘Part 2 Wayland Academy Policy in Practice’. As such, it provides the protocol to be followed by Wayland Academy, Norfolk acting on the Part 1 Norfolk Academies Multi-Academy Trust Policy:

“ACCESSIBILITY PLAN”

- . Part 2 policies state the procedure followed by the individual institutions relating to this policy.

POLICY IN PRACTICE:

4. EQUALITY ACT 2010

- 4.1 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.

- 4.2 The protected characteristics are:

- Sex
- Race
- Disability
- Religion or belief
- Sexual orientation

- Gender reassignment
- Pregnancy or maternity.

5. IMPLEMENTATION OF THE PLAN

- 5.1 When performing their duties all staff and academy council will have regard to the SEND Code of Practice (2015) and Equality Act (2010).
- 5.2 Compliance with the requirements of the Equality Act (2010) is central to all Academy policies.
- 5.3 Every student has an entitlement to the best education they can receive regardless of any disability they might have.
- 5.4 Any student attending Wayland Academy will have access to all available opportunities including extra-curricular activities, events and Academy trips.
- 5.5 The Academy provides all students with a broad and balanced curriculum in order to meet individual learning requirements.
- 5.6 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.
- 5.7 The Academy recognises parents', carers' and the child's right to confidentiality.

6. DEVELOPING PHYSICAL ACCESS TO THE SITE AND BUILDINGS

- 6.1 New buildings have been designed to be fully DDA compliant and accessible to all. However, as and when the needs of individuals are identified as not being fully met, we will review our provision and make any reasonable adjustments as may be necessary to ensure equality of access.
- 6.2 Older buildings have, or are currently being modified and developed to be DDA compliant and accessible to all.

7. ACCESS TO THE CURRICULUM

- 7.1 The curriculum has been designed to have learning paths that are appropriate to the needs of all learners. The needs of our students will be kept under review by the SENDCO and adaptations or support required to ensure equality access will be put in place as appropriate.
- 7.2 Staff will receive ongoing training to ensure they understand and meet the needs of learners with SEND.
- 7.3 Additional equipment that may be needed to support the learning of individuals will be provided by Wayland Academy
- 7.4 Opportunities to visit or undertake work will be planned to ensure that all students can take part and are supported as appropriate.

- 7.5 Access arrangements that meet an individual's needs when undertaking assessments will be applied for and support provided as required.

8. IMPROVING ACCESS TO INFORMATION

- 8.1 Wayland Academy will use any appropriate service to ensure that its publications are made available in a variety of formats, as and when required, to be accessible to all users.

9. PARENTAL GUIDANCE

- 9.1 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 the 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 a statement of special educational needs (EHCP), the help on their statement 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.