

Saint Martin's Catholic Academy



Accessibility Policy

DRAFT

*'Knowing the best that has been thought
and said and knowing that we are loved by God'*

Approved by:

Date:

Last reviewed on:

Next review due by:

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

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

This plan sets out the proposals 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.

The purpose and direction of the Academy's plan:

1. This Accessibility Plan has been drawn up in consultation with students, staff, SENDCO and governors.
2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Academy plans, over time, are to increase the accessibility of provision for all students, staff and visitors to the Academy. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the Academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education
 - Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a School fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, or educational visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Academy and its events. The information should be made available in various

preferred formats within a reasonable time frame. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Admissions Policy
 - Special Educational Needs Policy
 - Behaviour Policy
 - Academy Improvement Plan
 - Academy Prospectus
6. The Action Plan for physical accessibility relates to the Access Audits of the Academy, which are undertaken regularly by the Academy Premises Team in relation to students entering the Academy. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. Audits will need to be revisited prior to the end of each period in order to inform the development of the new Plan for the following period.
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. The Academy complaints procedure covers the Accessibility Plan.
9. The Plan will be monitored through the SENCO, SLT and Governors.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.

The collection of information is crucial to supporting the Academy in making decisions about what actions would best improve opportunities and outcomes for disabled students, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved. Identifying disabled students, staff, parents and other users of the Academy is key to the development of the plan.

The Academy will consider and plan to involve disabled students, staff, parents and other users of the Academy. The Academy will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled students, staff, parents and other users of the Academy will be used to set priorities.

The Academy facilities have been provided in mind of having a fully accessible Academy for use by disabled and fully mobile students. It already includes the following

- specified disabled toilets which comply with all regulations and include grab handles and alarm call systems.

- lift access to all floors and the provision of evac chairs and disabled refuge areas in the event of a fire alarm trigger.
- Hygiene room and physio room for use by physically disabled students

The Academy's Facilities Team carry out daily checks on all areas to ensure that no hazards are around which could impair the access of any physically disabled users.

Improvement Strategy

Training for teachers on supporting with the curriculum

Undertake an audit of staff training requirements.

Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.

Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.

Increase in access to the National Curriculum to all students by ensuring that all teaching staff are aware of the needs of disabled students and that they are confident to provide a relevant learning provision

All enrichment activities are planned to ensure the participation of the whole range of pupils

Review all enrichment provision to ensure compliance with legislation

All enrichment activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements

Increase in access to all Academy activities for all disabled pupils

Training for Awareness Raising of Disability Issues

Provide training for governors, staff, students (within SMSC) and parents.

Whole Academy community aware of issues relating to Access

The local community and beyond will benefit by a more inclusive Academy and social environment

Availability of written material in alternative formats

The Academy will make itself aware of the services available for converting written information into alternative formats.

The Academy will be able to provide written information in different formats when required for individual purposes, on-going according to specific needs

Make available Academy Prospectus, Academy newsletters and other information for parents in alternative formats

Review all current publications and promote the availability in different formats for those that require it

All Academy information available for all

Delivery of Academy information to parents and the local community improved

Raise the awareness of adults working at and for the Academy on the importance of good communications systems.

Carry out training needs analysis and consider appropriate training required.

Awareness of target group raised Academy is more effective in meeting the needs of all of its students.