

Ark William Parker Academy

**Accessibility Policy
and Plan**

2017-2018

Mrs Sofia Keigher

Mrs Stephanie Newman

1. INTRODUCTION TO ACCESSIBILITY POLICY

This plan identifies the ongoing actions of the Governing Body of Ark William Parker Academy to increase access to education for pupils in the following three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of written information to disabled pupils.

Ark William Parker Academy will develop individual plans in line with this plan which will be fully supported and resourced by the Governing Body and will be implemented from September 2017 onwards. Each plan will be reviewed annually and should be read alongside Ark William Parker Academy Equality Policy and SEND offer.

2. VISION AND VALUES

Ark William Parker Academy is committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best taking into account their education, physical, sensory, social, spiritual, emotional and cultural needs.

Ark William Parker Academy aspires to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth of the opportunities we provide.

Ark William Parker Academy is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion within our school.

3. DEFINITION OF DISABILITY AS AMENDED BY THE EQUALITY ACT 2010

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.'

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience

- If the activities that are made more difficult are ‘normal day-to-day activities’ at work or at home
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

4. Definition of Special Education Needs

- A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.
- Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.
- Children or young people must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

5. Key Objectives

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their counterparts in mainstream schools. In order to ensure that the educational services it provides effectively meet the needs of disabled pupils the school will:

- Inform all staff of this access policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school.
- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum, personal care, therapy programmes and maintaining the health and safety of the pupils at all times.
- Provide appropriate training for staff which will explain the school access policy and ensure the effective implementation and monitoring of it
- Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled pupils
- Consult with disabled pupils, parents, staff and disability organisations
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action
- Monitor the implementation and effectiveness of this plan on a regular basis
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance
- Ensure that information about the Accessibility Plan is published on the Schools website.

6. Access to Non-Educational Services within Educational Buildings

Ark William Parker Academy also hires the facilities to non-educational and community bodies. This is an important income stream and provides a strong link with the local community.

As a school we comply with all of the regulations relating to the provision of non-educational services to the public by providing access to all users. The provision of non-educational services may include activities such as:

- Governors meetings;
- Services offered to parents, such as meetings to present the annual report, admission and exclusion hearings where an appeal is by the parents;
- Leisure time activities for children or adults without any element of educational development;
- The use of school sports facilities by the local community or the hiring of school accommodation to members of the public
- After School Clubs, activity clubs run by private hirers.

7. The Physical Environment

Not all areas around the school are on one level. There is a ramp available at the upper school site which allows users to access the raised ground floor. Lessons are brought down to lower classrooms as required for students.

- Signage around the school adheres to current Health and Safety regulations
- Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting
- The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the premises staff undertake repairs as soon as possible
- The evacuation procedures are displayed around the school and there is a fire drill every term.
- There is a schedule of regular evaluation of the school site for accessibility
- The premises team monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items via request on the Ark William Parker Academy premises request sheet. These requests are attended to promptly and contractors are brought in for issues not within the remit of the premises team.

8. Access to the Curriculum.

Ark William Parker Academy offers a broad and balanced curriculum for all pupils and provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development. The teaching environment / facilities include:

- Teachers and learning support staff have the necessary training to teach and support disabled pupils through regular INSET days, individual courses and network training days

- Staff work closely with colleagues from the ISEND Department to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion on pupils' profiles and support plans.
- Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons.
- All pupils take part in music and/or physical activities as part of the access to the curriculum
- Staff recognise and allow for the additional time required by our pupils to use equipment in practical sessions
- Pupils have access to computers in class where needed
- School visits are accessible to all pupils irrespective of attainment or impairment
- There are high expectations of all pupils
- Staff constantly seek to remove all barriers to learning and participation.

9. Flexibility of Teaching

Ark William Parker Academy teachers and support staff are flexible enough to adapt their teaching approaches to enable our pupils to learn effectively in their classrooms.

- Staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or as a whole class
- Staff enable the pupils to show their interest, knowledge and skills despite their difficulties e.g communication through visual or kinaesthetic means
- Visual timetables are given where appropriate to ensure pupils are aware of the routines required throughout the day
- Reward systems are in place to support the children with positive strategies
- Detailed pupil information is given to all relevant staff to help with planning lessons
- Specific resources are used to differentiate the curriculum to enable all pupils to feel secure and make progress
- Special considerations are in place for pupils taking part in tests e.g. rest breaks, adult readers, scribes are provided if appropriate

10. Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure the pupil learns effectively.

- Classrooms have sufficient space for all the children and young people
- A variety of resources are used to ensure that the pupil learns effectively

11. Access to Education

Ark William Parker Academy recognises that all disabled children should have access to education in accordance with the Equality Act and adheres to the code of practice which advises on the statutory responsibilities of education bodies in the preparation of accessibility strategies and seeks to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education as identified in the School Development Plan.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life as are able-bodied pupils in mainstream schools; this covers teaching and learning and the wider curriculum of the school such as participation in school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and assistive technology**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

12. Making adjustments

The Equality Act states that schools are not expected to change their premises. They are however expected to make long-term proactive plans for improving access to their buildings through their planning duties and this document should be read in conjunction with the School Development Plan.

Ark William Parker Academy will continue to make ‘reasonable adjustments’ to ensure that disabled pupils, parents or visitors attending the school are not discriminated against. Making reasonable adjustments could include:

- changes to practices or procedures
- changes to physical features
- changes to how learners are assessed
- providing extra support and aids (such as specialist teachers or equipment).

Accessibility Plan

Ark William Parker Academy

Date: 2017 - 18

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> ▪ Review accessibility of ICT (including whiteboards) using specialist expertise e.g. Sensory needs service, SFE ▪ Involve pupils in review of hard & software. ▪ Prioritise new software and hardware to purchase. 	Autumn Term 2	SKE to liaise with JFE & CBE to discuss purchase of new software appropriate to meet pupil needs.	SENCo & SLT	Leadership Team and Governors
<p>Access to Curriculum</p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus on SEMH and ASD. ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Communicate student interventions via Pupil Profiles to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Seek issues and feedback from Learning 	<p>SEND Inset Autumn 2 then ongoing</p> <p>Ongoing</p>	<p>Regular updating of provision map. Via provision map software</p> <p>CPD log</p>	<p>All staff</p> <p>SENCO</p> <p>SENCO</p>	<p>SENCO through lesson observations and sampling lesson planning</p> <p>Leadership</p>

	<p>Walks, Student Voice and parental consultation.</p> <ul style="list-style-type: none"> ▪ Develop Safe Space to support students with complex needs can access their learning or intervention. 			<p>SENCO</p> <p>Inclusion team</p>	<p>Team and Governors</p>
<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible for all students. 	<p>Spring term 2018</p>	<p>Training needed on risk assessments and extra curricular activities.</p>	<p>SENCO</p>	<p>Leadership Team</p> <p>Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. ▪ Consult pupils, parents and staff on any proposed changes. 	<p>Spring term 2018</p>	<p>Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Leadership team and Governors</p>

<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans. ▪ Look into feasibility of a low arousal space/Safe space. 	Spring 2	SENCO and operations manager time.	Operations manager	Leadership team.

<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> ▪ Review PSHE (Life Skills) Curriculum ▪ Review Assembly Programme: to ensure focus on Different/Same theme ▪ Involve local disability groups in assemblies and visits to school for parents and students ▪ Regular items for newsletter highlighting achievements of pupils with disabilities 	<p>Summer 2</p>	<p>£150 for any new resources</p>	<p>SENCO</p>	<p>Leadership Team and Governors</p>
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ 	<p>Summer Term</p>	<p>SENCO & Literacy HLTA time</p>	<p>Admin. Manager</p>	<p>Leadership Team and Governors</p>

