



# University Academy

## Disability Equality Scheme and Accessibility Plan

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Signed .....

Belong • Believe • Become



## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) 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 plan sets out the proposals of the Governing Body of the Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:**

- ❑ **increasing the extent to which disabled pupils can participate in the Academy 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.**

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

## **1. Starting points**

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

All staff and Governors at the Academy will do their best to meet the needs of all the learners at the Academy.

This will be achieved by:

- Admitting all learners to the Academy on the basis of the Academy's published admissions procedures and welcoming all learners, including those with disabilities.
- Enabling all learners to be offered access to a broad and balanced curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its Academy Development Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make suitable provision for all their learners through the provision of appropriate support, information and advice.
- Developing a partnership between parents, learners and the Academy, in which each has an active role to play in the education of learners with disabilities.
- Developing a wide community of involvement in special educational needs through the multi-agency partnership and other local initiatives to the benefit of the learners.

#### **AIMS**

Our aim is to equip learners with an awareness of our diverse society and to appreciate the value of difference. This will be achieved by adherence to the following principles:

- Discrimination on the basis of colour, culture, religion, disability or gender or sexual orientation is not acceptable.
- The recognition that all members of the community contribute towards a happy and caring environment and by showing respect for, and appreciation of one another as individuals.

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

Definition of a Disability

A person has a disability if he/she has a physical or mental impairment, which has a substantial and long-term adverse effect on his/her ability to carry out normal day to day activities. This definition is broad and might include physical disabilities, sensory impairment, learning disabilities and certain medical conditions including progressive conditions. It may also include challenging behaviour resulting from a range of causes.

A long-term effect of impairment is one:

- which has lasted for more than twelve months
- where the total for which it last is likely to be at least twelve months ; or which is likely to last for the rest of the life of the person affected.
- A learner might require some support for a short period of time.

For example

- Mobility, getting around the Academy, getting to and from the Academy, going on Academy visits.
- Physical co-ordination: washing or dressing, taking part in P.E or games.
- Manual dexterity: Holding a pen or a book, using tools in design and technology, playing a musical instrument, throwing and catching a ball.
- Ability to lift, carry or otherwise move everyday objects: carrying a full school bag or other fairly heavy items.
- Going to the toilet or controlling the need to go to the toilet.
- Speech: communicating with others or understanding what others are saying; oral or written expression.
- Hearing: hearing what people say in person or on a video, DVD, radio or tape recording.

- Visual: ability to see clearly (with spectacles/contact lenses where necessary), including any visual presentations in the classroom.
- Memory or ability to concentrate learn or understand: work in the Academy including reading, writing, number work or understanding information.
- Perception of the risk of danger: inability to recognise danger e.g. when jumping from a height, touching hot objects or crossing roads.
- Difficulty caused by an underlying impairment or a condition.
- Impairment or condition lasting a year or more.
- Impairment or condition more than minor or trivial
- Staff are kept up to date via Individual Educational Plans giving information relating to identified learners needs.
- All staff are aware of training from outside agencies and INSET training is given. e.g. recent training on awareness relating to Attachment Disorder.
- Regular updates and training from VI and HI services.
- SEN Register is kept up to date.
- The inclusion of medical lists as part of data collection.
- Ensuring that information regarding identified medical conditions is displayed in staffroom in order that all staff can access the relevant information. (Recommendation from IQM Assessment).
- SENCO to collect information regarding identified learners in year 6 and communicate it effectively to staff.
- A questionnaire is given out at review day across both Key Stages requesting information about current provision of opportunities in the Academy.
- Liaison with special schools ensuring any provision is tapped into.

The Academy has set the following priorities for the development of information and data to support the Academy's accessibility plan:

- **To continue to audit community needs e.g. parental disability to enable access to the Academy building and information**
- **Work closely with LEA Physiotherapy Service, Diabetic Nurse, School Nurse, Occupational Therapist, Visually Impaired Service, Hearing Impaired Service, Autism Outreach Team, SENSS**

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

**The Academy has set the following priorities in respect of consultation on the plan:**

- Consult with local schools/Academies for advice
- Work closely with outside agencies
- The Academy to audit parents in year 7 to identify and support those with a disability.

## **2. The main priorities in the Academy's plan**

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

#### Curriculum Accessibility

- Identified learners e.g. those showing dyslexic tendencies have access to one-to-one tuition.
- Courses and INSET on key areas e.g. visually impaired learners are available to support teaching and learning.

- The possibility of voice recognition software is being investigated at the moment. (Dragon Software).
- RAISE Online to monitor and track cohorts and individuals.
- Needs specific Risk Assessments are completed for visits and trips in order to promote access for all.
- Care plans are in place for medical conditions.
- Deployment of TAϕ is appropriate for identified learners.
- Use of outside agencies in order to modify provision, i.e. SENS Team
- Adaptations made to Schemes of Work for identified learners e.g. modified appropriate text for a visually impaired learner, P.E lessons adapted for physical impaired learners.
- Learners are identified and appropriate Access Arrangements are applied for.
- Individual Learning Programmes of Study are in place for identified learners.
- Suspended Curriculum for identified learners.
- Adapt communication to accommodate learners needs.
- Cross Key Stage projects.
- Use of P-Scales used when appropriate to inform teaching and learning
- Use of SIMS data to track and inform planning.
- National Curriculum levels in easy to access format are used regularly in all subject areas and are easily accessible to all learners. Various ways of communicating levels of progress are used by Class Teachers.
- Annual Review Meeting used to identify individual needs and to set targets.
- Year 9 Key Stage3 -4 transitional reviews for identified learners to discuss and inform learners, parents and staff regarding appropriate option choices.
- Vocational courses and College Link courses are offered to all.
- Staff training and awareness is an important aspect. All staff including support staff are involved in Performance Management. There has been whole Academy INSET to identify and inform about specific impairments.
- Training in the following areas has been and will continue to be available to all staff including catering staff and lunchtime supervisors :
  - Visual and Hearing Impairment awareness and training.
  - Physical Impairment Training
  - Mental Health Awareness.
  - Academy Counsellor facility is available to learners and all staff.
  - New technologies e.g. Interactive Whiteboards in all classrooms and the wide range of ICT facilities are used in the Academy and the needs of the disabled learner are considered.

### **Beyond the Academy Day**

- Lunchtime and after Academy clubs are supervised and also available in subject areas..
- Risk assessments carried out and appropriate information for identified learners is shared.

The Academy has set the following priority for the development of the vision and values that inform the plan:

- Training and professional development for all staff:

## **2B: Improving the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services:**

Changes to the physical environment include:

Improvements have been made in order to make the main corridor and lower level to the Academy building accessible to wheelchair users.

Ramps are now in place at fire escapes and at the front of the Academy and two lifts have been installed and are now fully operational.

Blinds have been fitted in all classrooms to avoid glare on whiteboards.

Preferred colour of pen identified for visual impaired and information is given to staff via IEP.

All new builds are and will be DDA compliant as will all refurbishments.

A plan is in progress to refurbish the girls toilets which are accessible to wheelchair users who might not wish to use the single dedicated toilet that was fitted and is accessible to wheelchair users which is unisex.

Carpets fitted in classrooms to avoid background noise.

Stairways will be refurbished with non slip surface.

Alterations to the front of the Academy to ease access including disabled parking bays, footpaths have been refurbished around most parts of the Academy and are wheelchair-friendly.

Playgrounds are accessible by physically impaired learners so as to avoid areas where there are steps. All areas of the Academy can be accessed by appropriate footpaths.

A wheelchair lift has been installed to allow access to ground floor classrooms in the main body of the Academy.

All areas that use gas, now have the appropriate ventilation.

**The Academy considers all aspects of any extra work that may be required to consider the needs of all learners.**

**Chairs in classroom are now more substantial with a view to creating less background noise that the traditional legged chairs created.**

**Larger door handles have been installed for ease of opening and closing doors where possible.**

**Most classrooms now have windows that can be opened with more ease.**

**Strips are painted on stairways on all external steps. to aid visually impaired learners Full CCTV camera is now installed and enables us to monitor movement around the Academy both internally and externally and to identify problem areas and congestion. There is scope to expand this.**

**Site supervisors are aware of all needs and monitor and liaise with outside agencies.**

**The fire alarm system has been upgraded and is self monitoring.**

**CSW's are aware of the fire procedure and evacuation routes.**

**The Academy has set the following priorities for physical improvements to increase access:**

- **To ensure that the needs of all learners and the cost implications will be considered in all new builds.**

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

- To audit all parents when collecting SIMs data of any particular needs of family members.
- To audit the Academy community as whole. E.g. Night classes and lettings for adults and children.
- To provide visual content for learners particularly with ADHD on one-to-one sessions.
- To identify learners who find it difficult to organise home/Academy documentation and provide a back up post system.
- Report to both sets of parents if they reside separately if requested.
- Relevant support agencies that are available to parents are displayed in the foyer e.g. Parent Partnership.
- Induction pack for incoming learners.
- Use of laptops for those experiencing difficulty in writing. Handwriting programmes of support put into place.
- Identified learners to receive appropriate Access Arrangements.

## **The Academy has set the following priorities for providing information for disabled pupils:**

- A recommendation (as stated in Action Plan) that we include a statement that will allow the Academy community to disclose any disability to the Academy.
- Make appropriate access arrangements for external examinations.
- Make information available in simplified language when appropriate

### **3A: Management, coordination and implementation**

The planning process: **the Academy's plan should show:**

- That the Governing Body nominates a person responsible for representing this document and reviewing it annually.
- The working party responsible in writing this policy should evaluate the priorities identified from the three main areas.

In producing the Action Plan a working party will be established and the plan will be reviewed annually.