

**EMLC  
Academy  
Trust**

**Accessibility  
Policy  
2015/18**

**‘Every child deserves to be the best they can be’**

<b>Scope: EMLC Academy Trust &amp; Academies within the Trust</b>	
<b>Version:</b>	<b>Filename:</b> EMLC Academy Trust Accessibility Policy
<b>Approval:</b> This policy was ratified by the EMLC Academy Trust on 28 <sup>th</sup> April 2015	<b>Next Review:</b> 27 <sup>th</sup> April 2018 <i>This policy will be reviewed every 3 years by the Strategic Board.</i>
<b>Owner:</b> EMLC Academy Trust Strategic Board	<b>Union Status:</b> Not applicable

<b>Policy type:</b>	
Statutory	Replaces Academy's own policy

## **ACCESSIBILITY POLICY**

### **1. Introduction and aims:**

- 1.1 EMLC Academy Trust believe in providing every opportunity to develop pupils, young people and adults full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of academy life and the academy environment for pupils and prospective pupils, staff, parents and visitors with a disability.
- 1.2 We are proud to have been awarded (insert any awards/status) and/or we are working towards gaining (insert any awards/status). We also offer wheelchair access, disabled toilet facilities and clearly marked steps etc. for people with visual impairment, where appropriate.
- 1.3 In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents, governors and visitors to our academies. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

### **2. Background:**

- 2.1 The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This policy sets out the proposals of the Academy Trust to ensure our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:
  - We do not treat disabled pupils or visitors less favourably for a reason related to their disability
  - We make reasonable adjustments for disabled pupils and visitors, so that they are not at a substantial disadvantage
  - We do not discriminate against anyone as explained in the DDA, 1995
  - We do not allow any form of harassment of people with a disability
  - We promote positive attitudes towards anyone living with a disability
  - We remove barriers which may discourage disabled people from playing a full part in the life of the Academy
  - We encourage full participation by everyone in the activities of the Academy

2.2 The accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the Academy will address the priorities identified in the plan.

### **3. Definitions of disability:**

3.1 A person has a disability if he/she has a physical or mental impairment that is:

- Substantial
- Long-term and
- Has an adverse effect on his/her ability to carry out normal every day activities

(A fuller set of definitions can be found in Appendix B).

3.2 The Academy's template disability register can be found in Appendix C.

3.3 A census showing categories and numbers of pupils with disabilities in the Academy can be found in Appendix D.

### **4. Principles:**

- Compliance with the above-mentioned legislation is consistent with the Academy's aims, Race Equality and Equal Opportunities Policy and the operation of the Academy's Special Educational Needs and Disability (SEND) Policy
- As an admissions authority our Admissions Policy applies which does not discriminate a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the academy for a reason related to the pupil's impairment
- When recruiting staff, disabled people will not be discriminated against
- Visitors to the Academy will not be discriminated against due to their disability
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils in as inclusive a curriculum as possible by:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities.

## **5. Purpose and direction of the academy's plan:**

- 5.1 The Academy's Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) (Appendix A) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

## **6. Information from pupil data and school audit:**

- 6.1 Information about the needs of disabled people will be gathered through:
- Pupil admission information
  - Parental questionnaire
  - SIMS data
  - SEN reviews/statements
  - Recruitment process
  - Discussion with relevant medical professionals and other outside support agencies
- 6.2 Achievements of disabled people will be gathered through:
- Data analysis (progress made and value added scores)
  - Assessment records
  - Celebration assemblies, certificates, letters home, etc.
- 6.3 Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

## **7. Views of those consulted during the development of the plan:**

- 7.1 To ensure our academies are a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our DES and AAP include:

- Pupils with and without a disability
- Parents/carers of pupils who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- Local Special Schools and Outreach Teams

7.2 Our consultation included questions about barriers to learning and full involvement in academy life. We discussed:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and the Academy
- How we could raise awareness of the scheme and the issues addressed so that all members of the Academy community could be more proactive in including disabled people in every aspect of academy life

## **8. The main priorities in the Academy's policy:**

- Increasing the extent to which disabled pupils, young people and adults can participate in the Academy curriculum
- Improving the physical environment of the Academy to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of the Academy, including trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults.

## **9. Making it happen:**

9.1 Audit, management, implementation and monitoring

9.1.1 Audit of provision (Date)

- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Children have individual learning targets, closely monitored and regularly reviewed

- Analysis of value-added figures enables us to measure the impact of intervention and support strategies for children on the Disability Register (DR)
- Teaching Assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- The SEN register is kept up to date
- Appropriate and specific intervention programmes for pupils with SEND
- Individual Education Plans (IEPs) and reviews are in place
- Advice is sought from SEN Support Service (SENS) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

## 9.2 Making reasonable adjustments

9.2.1 We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

### 9.2.2 (a) the building and grounds:

- Structured and supportive playtime/lunchtime activities, such as playground buddies or mentors
- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit individual needs

### 9.2.3 (b) learning and teaching:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, and will evaluate and adapt our practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly

- Use RAISEonline, Assessment Manager and monitoring in school by senior staff to track and analyse the achievement of all our pupils
- Review of policies in the Academy is ongoing, including updates to the Anti-bullying and PSHE & SMSC policies
- Pages with information about links to disability are built into the Academy website

#### 9.2.4 (c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents/carers
- Diary and news pages on the Academy website
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats

#### 9.2.5 The effectiveness of these adjustments will be monitored regularly and the opinions of our 'working party' and disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the Academy
- Outside Agencies

### 9.3 Monitoring and Impact Assessments

- 9.3.1 The Local Governing Body or AIB will review the Accessibility Action Plan (Appendix A) annually. We will measure the impact of any changes or initiatives on the quality of academy life in its widest sense for those pupils on the disability register.
- 9.3.2 This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:
- Pupil interviews
  - Increasing staff awareness
  - Parental questionnaires
  - Analysis of assessment data
- 9.3.3 The action plan will be evaluated and updated annually.
- The disability register (Appendix C) will be updated as and when necessary.
- The Academy census (Appendix D) will be updated annually.
- Formal review of the scheme will take place after three years
- 9.3.4 The impact of all academy policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability.
- The Academy will report on the scheme annually
- The scheme will be reviewed and revised as necessary (and on a three-year cycle)

## **10. Getting hold of the academy's plan:**

The scheme will be available on the academy website and hard copies produced on request at the academy office.

## APPENDIX A - ACTION PLAN FOR DISABILITY EQUALITY SCHEME

(DATE)

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	<b>Examples:</b>			
	Collect views of pupils on disability register through pupil interviews			
	Send out/collect in questionnaires to parents/carers			
	Revise admissions pack to include questions for parents/carers of children with disability			
	Collect views of disabled users of Academy with specific focus on reading letters and information sent home. Direct contact with known parents/carers.			
	Keep staff updated in terms of information sharing, training and collection of their views;			
	Discussion with parents/carers and pupils at Parent's Evenings, IEP reviews, etc.			
	Consideration of collected stakeholders' views			

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into Academy			
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.			
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the Academy's budget. (Further actions to be developed following audit).			

	Activity	Responsible	Timescale	Outcome
Policies and initiatives	Behaviour Policy Review			
	Work towards Healthy Schools			
	Include information and key documents on Academy website/learning platform			
	Consider and improve the accessibility of text based information provided to the Academy community – books, letters home, newsletters, website, etc.; look at ways of reducing communication barriers for those with visual impairment or dyslexia			
	Include aspects of Disability Equality in Academy assemblies and worship			
	Increase awareness of and positive attitudes towards disability through the curriculum			
	Conduct audit of the physical environment of the Academy and make recommendations for any necessary actions			

	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement			
	Review of other linked policies: SEND, Health and Safety, Equal Opportunities, Anti-bullying, PSHE, SMSC, Curriculum, Teaching and Learning, Supporting pupils with medical conditions; Write impact statements			
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff			

	Activity	Responsible	Timescale	Outcome
Using Data to develop	Devise Disability Register. (Pupils and staff)			
	Add Disability Register to Assessment Manager			
	Establish method of collecting data on assessment Manager to analyse <ul style="list-style-type: none"> <li>✓ Attendance</li> <li>✓ Exclusions</li> <li>✓ Academic Performance</li> </ul>			
	Set up half-termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed			
	Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.			

	Activity	Responsible	Timescale	Outcome
Access to the Curriculum	<ul style="list-style-type: none"> <li>✓ Remind staff of Quality First Teaching and National Curriculum Inclusion Statement.</li> <li>✓ Run staff meeting on "Reasonable Adjustments"</li> </ul>			
	Share good practice relating to disability issues and data			
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made			
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR			
	Audit of staff training needs			

**Assessment:**

- ✓ The completion of essential set up tasks
- ✓ The impact of better awareness of everyone in the Academy producing more positive opinions
- ✓ Improved academic results and standards

**Monitoring and evaluation:**

- ✓ To be completed annually by Disability Working Party, during the Summer Term
- ✓ Consider views of those on disability register and their parents
- ✓ Governors to be aware of and following guidelines in 'Duty Checklist'

## **APPENDIX B – DEFINITIONS OF A DISABILITY**

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD
- physical impairment

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)

- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence. From January 2008 this will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	





## APPENDIX D – SCHOOL CENSUS

*Collate information from Appendix C*

<b>Disability</b>	<b>Physical impairment</b>	<b>Sensory impairment</b>	<b>Learning difficulty and Specific LD</b>	<b>Medical condition</b>	<b>Social, Emotional, Behavioural Difficulties</b>	<b>Speech &amp; Language</b>
<b>Pupils</b>						
<b>Employees/volunteers</b>						
<b>Parents/carers &amp; visitors</b>						