

Inspirational Learning Academies Trust

ACCESSIBILITY POLICY & PLAN

September 2014 - 2017

Reviewed by Mr A Irving - Director

Next Review Autumn 2017

1. Background:

Mission Statement

Inspirational Learning Academies trust strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

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

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

As a Trust we recognise:

- i) A duty to make reasonable adjustments applies to the responsible body of such a school.

The Equality Act 2010 places a general duty on schools & academies, requiring them to have due regard to the following when carrying out their functions as employers, as providers of education and associated services and as providers of services to the wider community.

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Academies, Schools and LEAs, therefore, must:

Not treat disabled pupils less favourably; and

Must take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty).

ii) That the Local Authority and trustees have the duty to publish Accessibility Strategies and Plans

2. Scope of the Plan

This plan covers all three main strands of the planning duty:

i). Improving the physical environment of the trust for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the academy and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for

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children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

NB. In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework (ie through statutory assessment) and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the academy might as a general measure provide blinds and adjustable lighting through the planning duty.

With regard to expensive items of specialist equipment which a school could not reasonably be expected to provide from its own resources, SEND currently manages a small budget. A panel of SEND specialist teachers meets regularly to determine priorities for the use of this funding.

ii). Increase the extent to which pupils with disabilities can access and participate in the academies curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible throughout the academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

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We will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that academy's are planning and preparing to respond to the particular needs of individual pupils.

iii). Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the academy in writing to its pupils - such as handouts, timetables, textbooks, information about school events - available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

We may also wish to look at the needs of parents who may themselves have a physical, sensory or learning disability to determine how they can be supported in accessing essential information about the academy.

Other related policies:

Equality for pupils is included as an explicit aim in all of the policies including:

Teaching and Learning
Equal Opportunities Policy

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Behaviour Policy
Admissions policy/criteria
Academy improvement plan
Academy Asset Management Plan
Policy for Educational trips and excursions
SEND policy
Inclusion Policy
Disability and Equality Scheme
Exclusions

Aims of the Accessibility Plan:

Inspirational Learning Academies trust aims to include all pupils, including those with disabilities, in the full life of the academy. Our strategies to achieve this include:

- * Having high expectations of all pupils.
- * Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- * Planning extra curricular activities including all educational visits and excursions so that pupils with disabilities are able to participate fully.
- * Establishing an admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- * Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- * Planning the physical environment to cater for the needs of pupils with disabilities.

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*Raising awareness of disability amongst staff (teaching and non-teaching) through a programme of training.

*Providing written information for pupils with disabilities in a form which is user friendly.

*Ensuring that our library and reading books provided positive images of people with disabilities.

Actions to ensure equality for pupils with disabilities:

i) We shall undertake a disability audit using information provided by the Local Authority.

ii) As a result of the audit, we shall:

- Write an action plan which includes short, medium and long-term targets.

- Make the policy and targets known to all teaching, support and ancillary staff, pupils and parents.

- Monitor the success of the plan.

ii) The Plan will be reviewed annually by the Head teacher and members of the appropriate working party.

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iii) The Trustees will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).

iv) The trust will set up a working party to monitor and further develop good practice.

Monitoring:

The academy recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

Admissions	Attainment	Attendance	Punctuality
Effects of pastoral strategies	Rewards	Sanctions	
Exclusions	Response to teaching styles/subject	SEND Register	
Setting/groups	Effects of the Literacy & Numeracy Strategies		
Extra-curricular activities	Homework		
Number of pupils participating in enrichment activities including those for the gifted and talented			
Selection & recruitment of staff	Trustee representation		
Parents attending consultation meetings			
Parents involvement in the life of the academy			

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Checklist

Leadership:

Sharing a vision

Turning the vision into reality

Management and Organisation

Compliance with statutory requirements

The SEND Budget

Policies

Roles and Responsibilities

SEND procedures

Mapping provision

Monitoring, review and evaluation

Factors to consider

Induction and preparation for entry to the academy

Access to the physical and sensory environment

Accessing the curriculum

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Teaching and learning

Classroom organisation

Timetabling

Grouping pupils

Deploying additional support

Homework

Access to academy facilities,

Activities to enrich and support the curriculum

Sports

Breaks and lunchtimes

Serving meals

Interaction with peers

Assessment and exam arrangements

Discipline and sanctions,

Clubs and activities,

Educational trips,

The arrangements for working with other agencies

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Procedures for acquiring expensive specialist equipment

The arrangements for working with parents

Preparing pupils for the next phase of education.

Training Issues:

Induction for new staff

Disability awareness training for all staff

Disability awareness training for pupils

CPD programme on Inclusion

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Academy

Accessibility Plan (September 2014-September 2017)

1. Access to the Curriculum including teaching and learning and the wider curriculum of the Trust, eg extra curricular clubs, leisure and cultural events or educational visits

	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
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Short-Term	Training for teachers and support staff to ensure that they have the necessary knowledge and skills to teach and support pupils with disabilities.	Continue training particularly in the areas of visual and hearing loss. Use links with Special schools/other agencies who can support staff. Attend reviews so that advice and help is sought and communicated to others. Spend time discussing individual pupil's needs with parents/carers, therapists and other agencies Liaison with medical and social services. Improve and extend multiagency working -the 'team around the child'	Staff are more able to meet the pupils' needs and have a greater understanding of disability	On-going	
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<p>Medium-Term</p>	<p>* To ensure that the academies CPD programme provides all staff with detailed and updated information of any developments within the area of Inclusion.</p>	<p>* Head teacher to identify training needs through use of information gained during the Performance Management Interview and in response to the SDP.</p>	<p>* All Staff have an appropriate level of knowledge and skill which will enable them to carry out their role effectively.</p>	<p>*CPD plan to be finalised during the Autumn term and appropriate training undertaken to start September 2014</p>	
<p>Long-Term</p>	<p>*All academy documentation will support and acknowledge the academy's commitment to fulfilling the Accessibility mission statement with specific focus upon Access to the Curriculum.</p>	<p>* Subject Managers to amend policies appropriately when reviewing policies as part of the annual process detailed in the SDP.</p>	<p>*All school documentation will ensure that 'Equality For Pupils' is included as a specific aim.</p>	<p>* Changes to policies completed by September 2017.</p>	

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Academy

Accessibility Plan (September 2014-2017)

2. Access to the Physical Environment including physical aids to access education					
	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	In order to ensure that the school building provides a safe environment for all pupils including those with disabilities.	Regular checks from the health and safety manager to ensure a safe environment. Reports of any issues are raised and corrected. Regular checks of the stair lift	The school building is safe and accessibility for all	On going	
Medium-Term	To develop entrance area for better access for parents with pushchairs or wheel chairs	Discuss with finance and PFI the possibilities and implications	The entrance area to more accessible	On going	Achieved Sept 14

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Long-Term	To develop the fencing to the front playground to allow ball games and activities	Discuss with finance and PFI the possibilities and implications	Play activities and ball games with ease.	On going	
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Academy

Accessibility Plan (September 2014-2017)

3. Access to Information including planning to make written information available to pupils and their parents, taking account of pupils' disabilities and pupils' and parents' preferred formats					
	Targets	Strategies	Outcomes	Timeframe	Evaluation Goals Achieved
Short-Term	<p>All parents have access to information about their child, academy activities and news.</p> <p>Invite parents/carers to coffee mornings.</p> <p>To invite parents to family learning.</p>	<p>Look at the language used on Newsletters and other communication to ensure all parents understand and that the meaning is clear.</p> <p>Identify parents who need support in reading written communications</p>	<p>All parents are able to access information about their child and the academy</p>		
Medium-Term	<p>Introduce all the parents to the Academy's website</p> <p>Ensure parents are informed of all changes and updates to website</p>	<p>Organise meetings to invite parents to demonstrate how to access the Academy's website</p> <p>Include in newsletter how to access the website.</p>	<p>Parents to access information about their child, class and academy on the website</p>		

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Long-Term	To extend the information available on the website to parents and the wider community	To develop the website by keeping it up to date and including as much information for parents	Parents to access information about their child, class and academy on the website		
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