

Sandwell Academy



Accessibility Plan

Reviewed by: Helen Jones July 2018

Sandwell Academy Accessibility Plan 2018-2020

Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, Relating to Disability, of the Equality Act 2010 and related Equality Duty 2011 which reiterates the duty laid out in the previous Discrimination Act 1995

The Academy is an inclusive school and is proactive in thinking ahead to anticipate the barriers that disabled students may face and takes active steps to minimise them so that the student is fully included in all aspects of school life.

The Governing Board of the school is responsible for the implementation of the plan. They will ensure, through the Headteacher and Senior Leadership Team that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

If a parent/guardian thinks that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST). If the tribunal finds that a school has discriminated unlawfully against a disabled student it can order any remedy that it sees fit, except financial compensation.

Definition of Disability

The Equality Act 2010 defines a disability as “when a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”. This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities and some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. **Long term** is defined as lasting, or likely to last, for at least 12 months.

Aims

The plan will:

- be embedded in a culture of high expectations for all
- be guided by the Special Educational Needs and Disabilities Information and Policy.
- respond to the views of students and parents/guardians
- demonstrate a commitment to developing access to the school for all students
- show commitment to the effective and sustainable use of resources
- be clear about how it will be evaluated.

Monitoring and Evaluating

The implementation of the plan is the responsibility of the Headteacher and Governing Board. It will be reviewed annually and revised every three years. In the process of its review it will take into consideration the views of disabled students, their parents/guardians and care providers in the community.

1. Adequately resourced
2. Implemented
3. Reviewed annually
4. Revised as necessary
5. Renewed every three years
6. Available to parent/guardian

Improving Access for Disabled Students

This plan addressed the three strands of the statutory requirements:

Increasing the extent to which disabled students can participate in the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school activities, leisure and cultural activities or school visits. Staff are expected to work alongside the Inclusion Team in identifying barriers and minimising barriers, as far as possible, which may reduce access to the curriculum for some students. All students, regardless of their disability, should be set challenging targets which are regularly monitored and up-dated.

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the availability of accessible information to those with disabilities. This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Procedure

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1.

From the findings of this checklist an Action Plan has been written to identify necessary action to make the adjustments necessary – Annex 2.

This action plan will form part of the whole school development plan agenda. Progress will be reviewed annually and this accessibility plan adjusted accordingly.

Annex 1

Identifying Barriers to Access: Checklist

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	X	<input type="checkbox"/>
Are your classrooms optimally organised for disabled students?	X	<input type="checkbox"/>
Do lessons provide opportunities for all students to achieve?	X	<input type="checkbox"/>
Are lessons responsive to student diversity?	X	<input type="checkbox"/>
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	<input type="checkbox"/>
Are all students encouraged to take part in music, drama and physical activities?	X	<input type="checkbox"/>
Do staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?	X	<input type="checkbox"/>
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	X	<input type="checkbox"/>
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	X	<input type="checkbox"/>
Do you provide access to computer technology appropriate for students with disabilities?	X	<input type="checkbox"/>
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	X	<input type="checkbox"/>
Are there high expectations of students?	X	<input type="checkbox"/>
Do staff seek to remove all barriers to learning and participation?	X	<input type="checkbox"/>

Question 2: Is your school designed to meet the needs of all students?

Question	Yes	No
Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all students?	x	<input type="checkbox"/>
Can students who use wheelchairs move around the schools without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?	x	<input type="checkbox"/>
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	<input type="checkbox"/>
Are emergency and evacuation systems set up to inform all students, including students with SEN and disability; including alarms with both visual and auditory components?	X	<input type="checkbox"/>
Are non- visual guides used, to assist people to use buildings including lifts with tactile buttons?	x	<input type="checkbox"/>
Could any of the décor or signage be considered to be confusing or disoriented for disabled students with visual impairment, autism or epilepsy?	<input type="checkbox"/>	x
Are areas to which students should have access well lit?	x	<input type="checkbox"/>
Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustic noisy equipment?	x	<input type="checkbox"/>
Is furniture and equipment selected, adjusted and located appropriately?	x	<input type="checkbox"/>

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X	<input type="checkbox"/>
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	x	<input type="checkbox"/>
Do you have the facilities such as ICT to produce written information in different formats?	X	<input type="checkbox"/>
Do you ensure that staff are familiar with technology and practices developed to assist people with disability?	x	<input type="checkbox"/>

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Issue	Current Provision and Effectiveness	Improvement Strategy	Action By	Time Scale (Start-End)	Success Criteria	Resources		Review Date - By
						Human, PD, Physical	Cost	
Access to the Curriculum: Delivery	Analysis of the checklist shows that the curriculum has been constructed to provide good access for disabled students. Its is adjusted according to need	Increase and maintain long-term curriculum planning aimed at reducing barriers to learning. Continue to develop staff expertise in delivering the curriculum to learners with specific needs. Based on the current cohort.	HJ/DD C	Ongoing	Enhanced awareness by staff of barriers to learning and ways of differentiating the curriculum	Time Staff training Purchase of resources where appropriate	-	June 2020

Access to the Curriculum: Providing materials in various formats	This is addressed as needs are identified	To continue to develop links with primary schools to identify needs prior to transition.	HJ	Ongoing	Consistency of support through transition and support enhanced where appropriate	Purchase of resources where appropriate Staff training in identifying need	-	June 2020
		To further develop the range of information supplied to parents/students for those who find standard text difficult to access.	HG	Ongoing	Enhanced access to information for students and parents			

Accessibility Action Plan

Access to wider curriculum	All students are given access to the full range of extracurricular activities.	<p>To audit participation in extra-curricular activities and identify any barriers.</p> <p>To continue to develop expertise in supporting students with disabilities including those with mental health difficulties to enable further planning of adjustments.</p>	<p>HJ/DDC</p> <p>HJ/DDC</p>	Ongoing	<p>To develop a greater awareness of barriers to participation in extra-curricular activities.</p> <p>Enhanced awareness by staff of barriers to learning and ways of differentiating activities including purchasing of resources as needed.</p>	<p>Time</p> <p>Staff training</p> <p>Purchase of resources where appropriate</p>	-	June 2020
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