

ACCESSIBILITY PLAN 2016-2017

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Education Advisory Board (EAB) is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the academy site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by John Whitgift Academy.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination

- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional well-being

The Accessibility Plan is structured to complement and support the academy's Equality Objectives, and will similarly be published on its website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the academy. The Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Reading and spelling ability screened on entry for all students
- The development of provision for SEN and Disabilities
- Data system is available for all staff
- Advanced planning for students based on good information from feeder schools
- Liaison with external services and agencies regarding individual students (physical, sensory, behaviour)
- High quality case studies and Teaching and Learning profiles

- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time/Reader/Amanuensis)
- Promoting outstanding learning and teaching across the academy
- Progress Reviews enables all students to discuss their learning
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; paired work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/auditory/kinaesthetic
- Smaller teaching groups across the curriculum
- Provision mapping and tracking
- Guidance and advice for KS5 transition
- Development of mutual support and understanding between colleagues when working with students with disabilities

Improve access to the **physical environment** of the academy, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe:

Physical Access – The Current Position

- The building is wheelchair accessible with a stair climber to facilitate movement between the floors
- Student Support Services facilitates intervention and supports inclusion
- Disabled Parking Spaces in the main car park along with a designated drop-off bay
- We aim to provide an access friendly environment for all visitors
- Accessible toilet facilities available throughout the academy
- A physical environment that is safe and welcoming
- Sound system in theatre
- Handrails on stairs
- Coloured kerbs and edges of stairs
- Clear visual signage

Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

- Bespoke timetables are produced for identified students
- Translators and interpreters are used in parental meetings when required
- Private areas are available for consultation evenings when required
- All staff are issued with a confidential Inclusion Handbook

Disability Equality Scheme Action Plan & Access Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<u>Access to the curriculum</u> Ensure ICT is appropriate for students with disabilities	Ensure that the use of ICT does not discriminate against individuals due to access problems (for example scotopic sensitivity, use of key board, visual difficulties, epilepsy)	Termly check	Time	Class teacher Inclusion Team	Inclusion Team
<u>Access to the curriculum</u> Create effective learning environment for all	Engage all students in feedback about the curriculum and their learning through surveys conducted using student voice. Monitor students who regularly miss P.E. Ensure no student is excluded from activities on cost or disability grounds.	Termly check Residential visits	Surveys Website Availability of suitable change of clothing Participation list SEN records Medical records	Subject leaders SLT Inclusion Class teachers – PE Team PE subject leader SLT –Inclusion Leader	Subject leaders produce report for Senior Leadership Team Principal reports to the EAB/trustees annually Senior Leadership Team
<u>Access to the wider curriculum</u>	Continue to build registers of participation in extended school activities – check for barriers. Continue to build on out of school hours provision (Ensure maximum use of sports hall/hall) Ensure a range of opportunities are available to students in all year groups. Promote multi skills for the least co-ordinated students.	Termly check	Extended School Register Sports activity registers Time to input data Reference Pupil Premium details for each child	Principal PE subject leader	Feedback to Governors
<u>Access to the curriculum</u> Ensure that all policies consider the implications of Disability Access link into Diversity and Equality	Review current policies that involve implications for Disability Access Consider the impact of the Disability Act when establishing new behaviour codes/rules, Anti-Bullying Policy, Homework, Uniform and Health provision when	May 2016 – May 2017	Staff meetings 2016-2017	Inclusion Team SENCO School Leadership Team	Feedback to EAB EAB

Policy	revising policies for the Academy				
<u>School Premises</u> Develop site access to ensure that the diverse needs of pupils, parents and community users are met.	Check access issues in school building. Termly check on effectiveness of fire evacuation procedures to ensure they meet the needs of all. Annual review of Fire and safety signage. Raise awareness of and review agreed plans to meet individual needs of identified students. Consult with Inclusion team over access throughout the academy – i.e. ramp and stair climber.	Termly check	Time to review policy and procedures Safety audits Meetings with Inclusion Team	Premises Manager/Premises team/Principal/Inclusion Team	Inclusion Team Reports to the EAB EAB
Attitudes Promote positive attitudes to disability	Review content of PSHCE curriculum to ensure that it promotes a broad understanding and positive approach to disability in its widest sense. Ensure that achievements of all abilities are recognised and celebrated in equal measure.	Annual check	Monitoring through award presentations, class teacher awards, participation in activities.	Leadership Team – inclusion. Humanities Subject Leader	Senior Leadership team
Communication with parents Availability of documents in alternative formats	Review accessibility of letters, text messaging and any other written information for parents, currently in hard copy and electronic format. Ensure that staff are aware that alternative forms of communication may also be needed. (Size, audio, other language). Ensure parents are made welcome and are aware that if required, efforts will be made to provide documentation in an accessible format.	Termly check	SPTA/LA team to offer documentation and communications in alternative format if academy is unable to provide what is required.	SLT Inclusion Team	Senior Leadership Team
Staff Promote equality of opportunity for staff	SPTA monitor data in relation to recruitment, retention and professional development. Encourage the disclosure of disability. Issue an annual staff survey.	Annual check	Review whenever new staff are appointed or staff leave	CPD leader	Senior Leadership Team EAB