



# Accessibility Policy

**Date of Review:** June 2018  
**Approved by:** Trust Board  
**Next Review Date:** June 2019

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## 1 Introduction

1.1 The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education. The Equality Act requires that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students.

1.2 This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

1.3 The Governing Body also recognises its responsibilities towards disabled staff and will:

- Monitor recruitment procedures to ensure that candidates with disability are given equal opportunities.
- Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers.
- Where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.

1.4 It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- parents of students
- staff
- governors
- external partners

1.5 Within the terms of the Act, the term 'disability' is defined thus:

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

Physical and mental impairments include sensory loss, mental illness and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of students who are, or may be on our SEND register.

1.6 Within the terms of this document, "curriculum" is both teaching and learning within academy time and participation in after 'school' clubs, leisure, cultural and sporting activities and academy visits.

## **2 Curriculum Access**

2.1 Rodillian Multi Academy Trust will continue to increase the extent to which disabled students can participate in the Academy curriculum. To achieve this, the Academy will:

- Conduct an audit of Inclusive Quality First Teaching and SEND support to assess if students have access to effective teaching strategies and appropriate resources
- Provide INSET to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching strategies etc
- Provide training for all staff on differentiation of the curriculum and how to meet identified needs
- All departments to show how differentiation is built into their planning and lesson delivery
- SENCO to work closely with Heads of Faculty and teachers to ensure that all lessons are accessible to all students

- Teaching staff to liaise with the SEND department and Inclusion Support Workers prior to each lesson so that support is fully utilised

## 2.2 Differentiate resources

- Each subject area will utilise resources tailored to individual needs including personalised tasks, flash cards and strategies for differentiation appropriate to each curriculum area or alternative teaching strategies which will support student progress and access to learning.
- Use of interactive whiteboards to enlarge text to make it easy for all students to read
- Where necessary INSET provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
- Learning support department to liaise with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources

## 2.3 Ensure equal access for disabled students to Academy clubs, visits and extra-curricular activities

- Risk assessment and planning of trips to include accessibility references
- Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities
- If necessary, draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.

## 2.4 Ensure that all students feel supported and included within the Academy

- Placed on the SEND register, and where necessary provide emotional support through allocated staff.
- Close links with specialists to ensure that we are providing all the support and access to curriculum for students with hearing and vision disabilities

## 3 Physical Environment

### 3.1 Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services:

3.2 The Academy has ramps to facilitate movement between differing floor levels and a lift to access the first floor teaching area. The Academy has a purpose built P.N. area with disabled toilets and Physio. Facilities. Disabled toilets are accessible throughout the Academy. All doors to work areas and outside are wheelchair accessible with wide doors and level thresholds. Push pad opening to external student access door. Evac chairs and chutes are available at first floor stairs. Trained staff are available to give assistance to students. Classroom furniture for disabled is available.

3.3 At the Academy we have improved:

#### 3.3.1 Entry/Exit to/from The Academy

- Security gates at front of the building are opened at start and end of day to allow disabled vehicles access to students away from normal traffic
- Staff have been trained on the use of Evac chairs and other procedures.

#### 3.3.2 Lighting

- This has been improved, however special lighting for those with eyesight impediments has not been provided. Advice is needed on this to find most suitable lighting for individual specific needs as required.

#### 3.3.3 Signage

- Installed signage in all areas areas using pictorial signs
- Steps on all main entrances to have chevron lines painted on to highlight the steps, though alternative ramps are available to all external steps.

#### 3.3.4 Decoration

- The Academy is decorated throughout in pastel shades

#### 3.3.5 Toilets & Care Suite Facilities

- There are disabled toilets provided.
- A suitable place for providing intimate care of young people, including providing the necessary resources
- An adequate supply of appropriate equipment is in place including gloves, wipes, aprons, foot operated waste bins, paper towels, liquid soap/spray cleaner, spare clothes and any other necessary items are always available.
- One extended cubicle with a washbasin should be provided in each school for young people with disabilities.

#### 3.3.6 Showers and Washing

- P.E. No provision on site, facilities are available in the hired sports hall changing rooms used by the Academy.
- Washing facilities are available in the PN resource area.

#### 3.3.7 Canteen provision

- Disabled canteen users would need to sit at the specialist tables provided

- Buy their food early or have an able bodied student/carer buy it for them.

We will continue to carry out an annual access audit to improve the physical environment of the Academy.

#### 4 Delivery of Written Information

To keep improving the delivery of information to disabled students (and parents) we will continue to:

- Provide written materials in alternative formats (letters, the Academy website, newsletters, email, signage etc.)
- Review documentation with a view to ensuring accessibility for students with Visual Impairments
- Continue to raise the awareness of all adults in school regarding the importance of good communication systems regarding individual student needs.

#### 5 Action Plan

Action	Success Criteria	Lead person	Timescale	Review
Any steps on main entrances to have chevron lines painted on to highlight steps to the visually impaired	Clear demarcation of steps around building	Site staff	As required Alternative ramps available to all access steps	annually
Investigate lighting for those with eyesight impediments	Clear visibility around school premises and in lessons for visually impaired.	Site staff	As required	
Investigate showers and washing facilities within PE	Improve participation in sports	Sports hall manager	Showers/washing facilities available in hired sports hall changing rooms	

Buzzer signage to be installed for wheelchair visitors to alert reception	Improved access for wheelchair users	Site staff	Done	
Marked bay disabled parking	Improved access for disabled staff	Head Site Staff	As required	
To provide documentation in other formats, braille, taped, large text, etc.	Ease of communication	SENCO Liason with admin	As required	Continual
	Improve access to the telephone for disabled persons	SENCO	Immediate alternative available  In reception office	autumn term
Update Evac chair training	More persons available to help in evacuation procedures	SENCO	More academy staff need training if there is an increase in disabled students	annually
Internal stairs to have toe painted or highlighted to improve visual	Improved access for visual impaired	Site Staff	Toe of stairs is lighter colour than tread	annually

**AREAS HIGHLIGHTED IN YELLOW WILL VARY IN ACADEMIES**