

Accessibility Plan

Rationale

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, Governing Bodies and EAB's have had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the EAB of the Academy to improve access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the **school curriculum**;
- improving the **environment** of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils and parents/carers of **information** which is provided in writing for pupils who are not disabled.

Under the Disability Discrimination Act (DDA) 2005, all schools have both a general duty to promote disability equality and a specific duty to produce and publish a Disability Equality Scheme (DES) which sets out the steps it will take to meet the general duty and a related action plan. It is a statutory requirement that schools demonstrate how they have involved disabled stakeholders in drawing up the DES and the governors need to report annually on the impact of their scheme.

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how The Elland Academy will address the priorities identified in the plan.

The Purpose and Direction of the Academy's Plan:

Vision and Values

The Elland Academy has high ambitions for all of its pupils and expects them to participate and achieve in every aspect of academy life. Through the delivery of a broad, balanced, and personalised curriculum we strive to maximise each student's potential. We tailor our curriculum to meet need and offer opportunities for all students to be creative, reflective and independent in order to improve their life chances. Interaction with others, participation and teamwork are strongly encouraged and opportunities are delivered through a range of approaches.

Our Academy Motto: **100% effort – No excuses**

Aims:

- Respect and value each other and work cooperatively
- Promote opportunities for all through a challenging and appropriate curriculum

- Develop an understanding of our strengths and weaknesses and increase self-respect and self-discipline
- Foster an appreciation and understanding of the core values of truth, hard work, compassion and consideration
- Enable students to accept greater personal responsibility for their own actions.
- Provide students with the opportunity to access nationally recognised accreditations

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability.

Our EAB wishes to promote a positive attitude across the Academy towards disability equality.

The DfE Definition of a Disability

The disability discrimination duties are owed to all pupils who are defined by the DDA as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils.

The DDA defines a disabled person as someone who has „a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities' (see definition below of 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 pupil'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 pupils are therefore included in the definition.

The EAB recognise that equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, what they believe, or whether they have a disability. Equality recognises that historically, certain groups of people with particular characteristics e.g. race, disability, sex and sexuality, have experienced discrimination.

Normal day-to-day Activity

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

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;

- 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.

Disability and Special Educational Needs

Many children who have SEN will also be defined as having a disability under the DDA. It is likely that many of the pupils who have SEN and a statement or who are at School Action Plus will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the DDA. Similarly, not all children with SEN will be defined as having a disability under the Disability Discrimination Act. In particular some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and DDA Disability Definition for Children and Young People

<i>Special Educational Needs</i>	<i>Both SEN and Disabled</i>	<i>Disabled</i>
Mild dyslexia	Motor Impairment (long term)	Asthma
Emotional Behavioural Difficulties (EBD - social factors)	Learning difficulties	Diabetes
Mild Dyspraxia	Hearing impairment/ Deaf	Cancer recovery
Minor speech impairment	Visual Impairment/Blind	Mental health Issues
Mild Learning difficulties	Incontinence	Disfigurement
	Significant Dyslexia	Eating disorder
	Epilepsy	Lack of limbs
	Non-verbal	Sickle cell Anaemia
	ADHD	Gross Obesity
	Autism	Very Short Stature
	EBD (factors other than social e.g. medical conditions/mental health)	

Information from Pupil Data and Academy Audit

We have a database of SEN and other additional need which is updated on a regular basis by the SENCo. This enables all staff to plan activities and intervention accordingly. Currently all pupils in school are mobile. Additional provision is linked to tracking performance and data. All pupils' progress is tracked including those who come under the heading /definition of 'disabled'.

Tracking plots progress and shows the need for Intervention Programmes and additional adult support to enable access to the curriculum and experience achievement.

Advanced information about pupils, who come to us under the definition of 'disabled', is looked at in depth by the SENCo. Where necessary, advice and information to provide the very best support is sought from outside agencies such as CAMHS for example...

Ensuring access to the curriculum has involved seeking specific resources for our disabled pupils, e.g. enlarged print, limiting use of ICT screens for pupils with sensory issues, staff training for child with epilepsy, diabetes, etc...

Patterns of attendance are monitored by the Educational Social Worker and our Pupil Learning Advocate (PLA) in the first instance. Prolific absences are shared with the Assistant Principal whose aim is to work closely with the family and referring school if there are any serious issues to be addressed.

Robust systems are in place to ensure the smooth transition of pupils to and from the Academy. Liaison and the sharing of information regarding disabled pupils will begin with our SENCo meeting with mainstream SENCo's following referral. Academy staff also liaise with parents/carers and other agencies to ensure that all relevant information is passed on and any appropriate adjustments and preparations can be made for the pupil. Pupils, parents/carers are always invited to look around the Academy before the offer of a place is accepted.

The Elland Academy aims to provide an environment in which people are valued and respected as individuals, regardless of ethnic origin, gender, ability or disability. The Academy provides a fully differentiated learning environment for pupils and caters primarily for pupils who display behaviour, social and emotional difficulties. The Academy also educates youngsters who present with specific behaviours associated with autism and Aspergers Syndrome. The characteristic cohort of pupils is white British with very few ethnic minority children. When required, The Academy will provide specific programmes of education to children from the Travelling community.

Through mixing with a wide range of abilities and needs, students begin to accept and see beyond individual differences and learn to value what others have to offer.

All staff demonstrate inclusive policy and practice in order to meet the diverse needs of the pupils. When necessary, (HL)TA support is available and a dedicated Pupil Learning Advocate (PLA) strengthens relationships with parents and carers. The Academy has excellent working relationships and well-established links with a large number of experts and professionals. Overall, relationships with pupils are excellent and The Academy succeeds in including the vast majority of its pupils in the process of education very well. Pupil voice is widely promoted and feedback from surveys and discussion is always considered and implemented if appropriate.

Schemes of Work (SOW) are reviewed regularly to ensure the curriculum for all is accessible. Consideration is given to breadth and balance, effective differentiation, as well as motivational activities. Pupil progress and attainment is continually assessed against academic and behaviour targets. The data is analysed to compare against previous performance and against the 'norms' and aids with the process of target setting and supporting pupils' return to their mainstream setting.

Staff meet daily to discuss each pupils academic and behavioural progress and notes inform formal reports to parents and subsequently inform planning for teaching and learning and multi-agency

work. This means that strategies for ensuring the best progress is constantly under review to ensure that best practice is applied.

When necessary, access arrangements are applied for pupils sitting exams. Since staff have a deep knowledge of individual pupils' needs, measures to ensure modifications and approved support are always sought if applicable.

A range of information is available to parents/carers and pupils either directly from us, SPTA or the Local Authority. The Elland Academy has its own website and is in the process of designing a termly newsletter, which upon request, can be supplied in large print.

Inclusive Practice

Many pupils who present with hidden disabilities such as depression, dyspraxia, ADHD are prescribed medication which can affect their ability to focus and organise themselves. In such cases, and according to individual need, the behaviour policy is differentiated to take account of the effects of the disability or prescribed medication. For example, individual arrangements may be applied if a pupil struggles to arrive on time.

The Elland Academy is fully committed to providing a fully accessible environment which values and includes all pupil, staff, parents/carer and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The views and aspirations of pupils, parents/carers are formally gathered through the Review process and also via formal questionnaires. These processes seek to establish what is going well and also highlight any concerns or barriers to progress from the pupil's point of view. The parents have the opportunity to express their views either in writing or simply verbally at the review meeting and are encouraged to make contact with The Academy whenever they have any concerns.

Staff Training

This Accessibility Policy and Plan is approved by the Senior Leadership Team and EAB, who take overall responsibility for its implementation.

It is the responsibility of the SENCo to provide information and training for staff on the provisions of SEN and Disability Act (2001). It is acknowledged that there will be need for ongoing awareness training for all staff and members of the EAB in the matter of disability discrimination and the potential need to inform attitudes on this matter.

Attached is an action plan, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up for the following three-year period, 2016-2019.

The Access Plan should be read in conjunction with the following policies, SPTA, Government strategies and documents:

- Equality and Diversity Policy
- Health and Safety Policy
- Inclusion Policy
- SEN Policy

- Behaviour Policy
- School Development Plan
- Curriculum Policy
- Teaching and Learning Policy

It is a requirement that The Elland Academy's accessibility plan is resourced, implemented, reviewed, and revised as necessary. Attached is a set of action plans showing how The Academy will address the priorities identified in the plan:

Appendix 1

Letter to parents/carers (to be sent following a placement at The Elland Academy)

Date:

Dear,

You will find a brief, but we hope thought provoking, questionnaire attached to this letter and we ask that you will help us by spending a few moments to consider the statements and questions it contains and then give us your honest response.

As part of the legislation which the Disability Discrimination Act (2010) has brought into effect, schools are required to carry out an audit of their provision in relation to the pupils they have in their care that have learning difficulties and disabilities.

The results of the audit will then help us to update and revise our accessibility plan which will be of benefit to all the pupils in our care who have additional needs.

At the Elland Academy we always strive to provide access to the wider experiences of school life and with your help we seek to enhance the time pupils spend with us.

Your views, in relation to the quality of service your child has received or is receiving, will help us to improve upon the existing plan ensuring that it is both accessible and effective.

Once you have completed the questionnaire please return it in the SAE provided.

Thank you for your support in this matter – your views and opinions are important to us.

Yours faithfully,

John Goldring (Vice Principal The Elland Academy)

Parent / Carer Questionnaire – Appendix 2

In 2010 The Disability Discrimination Act (DDA) was updated. The DDA requires schools to have both an Equality Scheme and an Accessibility Plan to improve access to education for its disabled pupils. If such a plan is to be effective it is crucial to consult with all the parents of pupils who have had a place at The Elland Academy and, where appropriate, the pupils themselves. Your views are essential to us in order to help us deliver an even better level of service.

With this in mind we would ask you to spend a little time to read the following definition and then respond to the questions.

The DDA defines a disabled person as someone who has:

“...a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”.

In order to understand this definition more clearly the following explanation of the terms may be helpful:

- 'physical impairment' includes sensory impairments;
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- 'substantial' means more than minor or trivial; and
- 'long-term' is defined as twelve months or more.

When considering this new definition of disability within the Act, do you consider your child to be disabled or experiencing any kind of impairment?

If you would like to comment further please write in the space below

Has the definition caused you to change your understanding of disability?

If you would like to comment further please write in the space below

Do you feel the school has recognised your child's disability/learning difficulty?

If you would like to comment further please write in the space below

Do you feel the Elland Academy has responded sensitively to your child's needs

If you would like to comment further please write in the space below

Do you feel that the nature of your son or daughter's disability/learning difficulty has caused him or her to be excluded from any aspect of school life?

If you would like to comment further please write in the space below

Is there any way in which the school could improve its response to your child's needs?

If you would like to comment further please write in the space below

Are lines of communication between home and school sufficient for your needs and the needs of your child?

If you would like to comment further please write in the space below

Accessibility Plan 2016 - 2019

Part A: Access to the Curriculum

Objective	Who	Action	Success Criteria	Monitoring	Progress to Date
1) Create effective learning environments for all utilising feedback from pupil and parent/carers groups	SLT PLA	<ul style="list-style-type: none"> Develop f/t KS4 'nurture' groups at the Elland Academy site - during '16/'19, review summer '17 PLA works strategically with parents/carers who have been identified as needing additional support – from Sept. '16 onwards, review impact summer '17 Utilise SPTA's School Improvement team in order to aid with effective self-evaluation and strategic planning (English, maths, science, ICT, SEN) – by summer '17 	<ul style="list-style-type: none"> All pupils, parents and carers report 100% satisfaction with the care and education that they receive at The Elland Academy Pupils' diverse needs are met Individual pupil attendance figures improve as a result of strategic focus upon reducing pupil absence rates Pupils make good academic and social and emotional progress Pupils have a solid transition plan to support Post 16 employment, education or training 	<ul style="list-style-type: none"> SLT EAB SPTA OfSTED 	
2) Rolling programme of CPD relating to Equality, Accessibility and the Inclusion agenda	SK SLT	<ul style="list-style-type: none"> SENCo and SLT determine programme of annual training needs – July, annually Adopt all SPTA policies relating to Health and Safety, Equality and Inclusion – March 2016 	<ul style="list-style-type: none"> Ongoing programme of staff training reflects diverse needs of pupils within the Academy and expected duties. Focus in 16/19: Attachment Disorders and Teenage Depression. Suitable learning challenges are set which respond to pupils' diverse academic needs Trips and external visits are planned well in advance to 	<ul style="list-style-type: none"> SLT EAB OfSTED 	

			ensure appropriate assessment of risk is and consideration of individual pupil need		
3) Curriculum offer regularly reviewed and updated as appropriate	Curric Coor ds	<ul style="list-style-type: none"> Departmental meetings timetabled and published in annual meeting plan. Minutes, with action points published on Shared Data – September '15 onwards Curriculum coordinators keep abreast of subject developments in order to ensure their teaching and learning is relevant and ensure the best outcomes for pupils – attendance at quality conferences 	<ul style="list-style-type: none"> Departmental meetings held once per half-term Curriculum coordinators continue to extend their curriculum planning to accommodate the diverse needs of pupils The curriculum and teaching activities are progressive and take account of proven initiatives Pupils make good progress SLT maintain outstanding capacity to improve by ensuring the curriculum is fit for purpose SOW are adequately differentiated to take account of the ability and learning styles of all pupils 	<ul style="list-style-type: none"> SLT EAB OfSTED 	
4) All policies consider the implications of Disability Access	SENC o	<ul style="list-style-type: none"> Ensure all parents/carers are offered the opportunity to formally feedback regarding the inclusive nature of The Elland Academy. 	<ul style="list-style-type: none"> 100% parents/carers report satisfaction with the opportunities and inclusive nature of the Academy Feedback, from questionnaires, is acted upon and appropriate suggestions implemented Policies amended accordingly 	<ul style="list-style-type: none"> 	

Part B: Access to the Physical Environment

Objective	Who	Action	Success Criteria	Monitoring	Resource
a) Access to The Elland Academy can meet diverse pupil needs and, if necessary, appropriate alternative provision is made in line with the DDA policy	SLT EAB	<ul style="list-style-type: none"> Parking space is made available to visitors with a disability Appropriate signage is displayed at both sites 	<ul style="list-style-type: none"> Pupils and visitors are able to access Academy sites with ease 	<ul style="list-style-type: none"> SLT 	
b) Planned building projects take account of the DDA agenda	SPTA	<ul style="list-style-type: none"> Project manager will ensure compliance with building regulations regarding accessibility 	<ul style="list-style-type: none"> Any new construction will be fully accessible 	<ul style="list-style-type: none"> EAB OfSTED 	

Part C: Access to Information

Objective	Who	Action	Success Criteria	Monitoring	Resource
1) Ensure equality with regards to the ability of pupils, parents/carer staff and interested parties in accessing information provided by The Elland Academy	SLT	<ul style="list-style-type: none"> All correspondence will be available on the TEA website. All statutory 'school' and associated policies will be available on the TEA website All policies will be available in alternative formats if requested 	<ul style="list-style-type: none"> When questioned, parents/carers, pupils and others feel able to access a range of appropriate and current information with ease 	<ul style="list-style-type: none"> EAB 	
2) Academy policies and	SLT	<ul style="list-style-type: none"> All statutory policies will be reviewed and brought in line with Government and SPTA diktat – as per individual policy deadline 	<ul style="list-style-type: none"> TEA policies do not discriminate against any group of people who have a vested interest in the PRS 	<ul style="list-style-type: none"> EAB 	

<p>associated literature are accessible to and understood by all</p>		<ul style="list-style-type: none"> • Newsletters available in large print if requested • Regular review of need and delivery of alternative formats as needed • Effective use of LA's EAL team to translate information if required 	<ul style="list-style-type: none"> • Pupils, parents/carers report 100% satisfaction with the information they receive 		
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Question	Yes	No
Do we ensure that all staff have the necessary training to teach and support the range of disabilities that are displayed by some of our pupils? e.g. dyslexia, Aspergers, ADHD etc..		
Are the classrooms optimally organised for pupils who display such disabilities?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and whole class?		
Are all pupils encouraged to take part in music and/or drama and/or physical activities?		
Do we provide access to computer technology appropriate for students with disabilities?		
Are TEA visits made accessible to all pupils, irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Is furniture and equipment selected, adjusted and located appropriately?		
Do we have facilities such as ICT to produce written information in different formats?		
Are staff are familiar with technology and practices developed to assist people with disabilities?		