

# Accessibility plan



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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Delta Alternative Provision academies have an ethos and values based on the acronym PRIDE:

**Pride** in yourself; be proud of your work; be proud of your appearance and how smart you look; be proud of our fantastic school environment.

**Respect**: Ensure everyone feels valued and safe by treating all members of our learning community with respect and kindness.

**Impeccable conduct**: Ensure your behaviour helps to maintain a calm, orderly and purposeful environment, both in and outside of lessons.

**Determination and hard work** will help you to succeed and to realise your full potential.

**Engage positively and contribute** to the achievements and success of our learning community: Be part of our team.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

The Trust also aims to provide a supportive learning environment that does not discriminate against employees, learners and other stakeholders in the means by which they can access the services of the organisation. The Trust believes that all employees and learners are entitled to be treated with dignity and respect. Delta's mission is underpinned by the following values:

- Inclusion and access

- Respect and wellbeing for the individual
- Working positively in partnership
- Championing innovation and enterprise
- Empowerment with accountability
- Listening and responding

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff, parents and governors.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### AUDITS & ACTION PLANS

**Access Audit Date: 12/02/202**

**Lead member of staff: J Pittard/S King**

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	X			
All school staff and the governors have had access to training on disability equality and inclusion.	X			<b>Due to be refreshed Sept 2021 Allocated/Directed CPD time</b>
We take advice to ensure our classrooms are optimally organised and	X			
resourced for disabled children / young people.				
Positive images of people with different abilities are apparent in the classrooms and the school generally.		X		<b>Further resources to be purchased £100 budget</b>

Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in a range of enrichment and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	<b>X</b>			
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.		<b>X</b>		<b>Ongoing CPD on areas of difficulty. Allocated/Directed CPD time.</b>
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in	<b>X</b>			

order to ensure their inclusion and raise attainment.				
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	<b>X</b>			
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	<b>x</b>			
Provision of laptops is considered to aid recording and / or communication.	<b>X</b>			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	<b>X</b>			

The school links with other schools to share good practice.	<b>X</b>			
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	<b>X</b>			
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	<b>X</b>			
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS	<b>X</b>			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	<b>X</b>			

**Section 2:** The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.		X		NB. Ground floor only: no access to upper floors, though all learning can be accessed on the ground floor, if required.

In considering the school budget there is a clear plan to improve access and resources for those with a disability.		X		<b>Regular monitoring at SLT meetings. Resources allocated as required.</b>
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	X			



The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	<b>X</b>			
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.		<b>X</b>		<b>Auditory-only alarms, however high staff ratios across the academy to support all students in case of emergency.</b>

Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	<b>X</b>			<b>In place if required.</b>

<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>	<b>x</b>			
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>	<b>x</b>			
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>	<b>x</b>			

Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	<b>X</b>			
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	<b>X</b>			

**Section 3:** The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	<b>X</b>			<b>Currently available on request</b>
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	<b>X</b>			
ICT facilities are used to produce written information in different formats as appropriate.	<b>X</b>			

Staff are familiar with technology and practices developed to assist people with disabilities.	<b>X</b>			
External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...	X			
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	<b>X</b>			

The main priorities in our access plan focus on:

- Improving the delivery to disabled children / young people: Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.
- Increasing the usage of Positive images of people with different abilities in the classrooms and the school generally.

The Elland Academy will monitor the implementation of the plan and keep under review the access needs of the school.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Academy Advisory Board (AAB).

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents (all available on the academy website):

- Special Educational Needs Policy and the school's SEN Information Report. Health and safety policy
- Equality objectives and assessment of equality objectives
- Equality and diversity policy