

Accessibility Plan Policy

Erdington Academy is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability (Equality Act 2010)

In the Equality Act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Equality Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Equality Act.

Progressive conditions are considered to be a disability under the Equality Act. There are additional provisions relating to people with progressive conditions.

People with HIV, cancer or multiple sclerosis are protected by the Equality Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Erdington Academy plans, over time, to increase and improve the accessibility of provision for all students, staff and visitors. The Accessibility Plan will focus on the physical environment as access to the curriculum is covered in other policies. Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the students without disabilities; (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Inclusion Policy
- Continued Professional Development (CPD) Policy
- Behaviour and Pupil Discipline Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The Accessibility Plan will be published on the school website.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The Accessibility Plan will be monitored through the Governor Curriculum & Standards and Personnel and Resources Committees. In addition, the Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Information about the school's Accessibility Plan will be published in the Governors' Annual Report to Parents (Statutory).

The School Prospectus will make reference to the school Accessibility Plan.

The school's complaints procedure covers the Accessibility Plan.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled staff and students, under Part 4 of the DDA:

- not to treat disabled staff and students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and students,
- to plan to increase access to education for disabled students.

This Accessibility Plan sets out the proposals of the Governing Body of Erdington Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- 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.

This plan takes into account the Equality Act 2010.

Definition of disability

The Disability Discrimination Act (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.'

(Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech & Language impairments, ADHD)

Vision and Values

Erdington Academy aims to ensure equality of opportunity for all its students/staff and that disabled students or prospective students with disability are not treated less favourably than other students for reasons relating to their disability. Please read this in conjunction with the school's SEN and Inclusion policies.

Information from pupil data and school audit

The latest information regarding the number of students with special educational needs and disability for Erdington Academy can be found in the SEN Register

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, students and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Erdington Academy to its students and staff.

The main priorities in Erdington Academy 's plan are as follows:

Increasing the extent to which disabled students can participate in the school curriculum

Erdington Academy will endeavour to provide suitable access to a range of curriculum opportunities.

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- Where necessary, guidance and support will be given by the Inclusion faculty which is led by the Skills School Director or the Director of SEN strategies.
- Interventions to support students will be put in place to support additional needs.
- Erdington Academy to facilitate services from a range of agencies for all students and their families.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

- Erdington Academy has disabled toilet facilities for students and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help
- Erdington Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

Improving the delivery to disabled students of information that is provided in writing for pupils who are not disabled

- Where necessary, all hand-outs, timetables etc. will be made available in suitable format for disabled students.

Making it happen

This plan will be reviewed by governors every 3 years. This plan should be read in conjunction with other policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Inclusion Policy
- Continued Professional Development (CPD) Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan

Accessibility Plan 2014-2017

Improving Physical Access

Target

Ensure no student is excluded from accessing the premises

Action

Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective.

Outcome

Classrooms are accessible to all students

Timescale

Annual audit and update

Success Criteria

All students can access the curriculum

**Monitoring/
Review**

By Leadership and Site BM.

Improving Curriculum Access Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	By HOF
Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer / Laptop access available for students	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	By FL/ICT BM & SLT Link
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	Erdington Academy will continue to be a fully inclusive place	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	Designated SLT AND ML's of Inclusion and CGS and First Aid Team.

Continue to ensure that the needs of SEND students are met and are seen to be met.

Implement tracking to monitor the effectiveness of a student.

Continually review policy and procedures relating to SEND

Improved attainment and progress for SEND students

On-going

Needs of SEND students are addressed by all teachers

By AHT's of Inclusion, Student Well-Being and DHT

SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets

All out of school activities are planned to ensure the participation of SEND pupils

Review all out of school provision to ensure compliance with legislation

All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
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On-going

Increase in access to all school activities for all SEND pupils

Pastoral and Inclusion team

**Improving the Delivery of
Written Information**

Target	Action	Outcome	Timescale	Success Criteria
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LEA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved.
Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all stakeholders	As required	Delivery of school information to parents and the local community improved
Review documentation as required with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats, as required, and use of IT software to produce customized materials	All school information available for all	As required	Delivery of school information to pupils and parents with visual difficulties improved