

Youth Challenge Accessibility Plan

Reviewed By	Rebecca Leonard Louise Buchanan
Last Reviewed	April 2018
Presented to the Governing Body	
To be reviewed	April 2021

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Academy Lead.

At Youth Challenge we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

1) The Youth Challenge Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, the Trust and in consultation with our pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand 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.

3) Youth Challenge Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

4) The Youth Challenge Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Youth Challenge Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:-

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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 within a reasonable timeframe;
- Improve the delivery of written **information** to pupils, 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 timeframe.

5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan

- School Prospectus
- School Improvement Plan
- Other policies ???

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the academy, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when academy 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.

10) The Accessibility Plan will be published on the academy website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Aims and Objectives

Our Aims are to :

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

Current position and good practice

We aim to ask about any disability or health condition in early communications with new parents and carers before admission. If necessary a risk assessment or medical plan is written. For parents and carers of children already at the academy, we collect information on disability as part of the pupil's questionnaires, our reviews with the mainstream schools, as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

The main school building is entered by steep steps, but access can be made through the key stage 2 entrance and a lift. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

The school is a three storey building with wide corridors and several access points from outside. There are only very few parts of the school to which disabled pupils have limited or no access at the moment. KS2 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor, but is not accessible to all users from internally, but can be accessed from the outside of the building.

There are three lifts which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement. Academy staff are trained in the operation of the lift when relevant. Training is reviewed annually.

On-site car parking for staff and visitor includes two dedicated disabled parking bays.

There is only one outdoor play area for the KS2 pupils which is flat and easily accessed by wheelchair users.

There are disabled toilet facilities available, in the entrance foyer. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Some communal spaces are 'clutter-free' to facilitate easy movement around the buildings.

To obtain data on future pupil population to facilitate advanced planning includes liaison with the Local Authority (LA) and the Trust team.

Some of the enrichment activities the children attend

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE enrichment activities for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

We offer a narrow curriculum , English and Math

We liaise with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).

We organise Learning Mentor deployment to cover a mix of curriculum and learning needs.

In the academy where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.

There is a provision of a bank of disability specific, specialist resources, available to support individual pupil needs.

In using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work, learning strategies (visual/auditory/kinaesthetic). Pupil's are set clear learning objectives that are appropriately differentiated for individual pupils. We ensure that parents/pupils are included in the target setting process. We encourage the use of clear, well-presented visual aids to the support learning of all pupils.

The academy takes full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.

Using ability groups to target additional needs, with skilled learning mentors to support learning.

The academy makes every effort to enhance inclusion at all times. We create a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community.

We continue to develop mutual support and understanding between colleagues when working with pupils with challenging disabilities through staff wellbeing activities.

There is continued targeted interventions to support emotional well-being – CALM.....

Recent training has taken place in MAPA, epilepsy, and there are trained first aiders.

Information Access:

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

There are visual timetables and information supported by signs/symbols for targeted pupils.

Provision of verbal or large print information for targeted pupils.

Text messaging to parents

Regular review meetings with parents

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority. Trust?

Monitoring

The current 3 year Accessibility Plan relates to the Access Audit of the School completed on 27/04/18 by the Secondary Academy Lead Rebecca Leonard and the Primary Academy Lead Louise Buchanan. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit, which remains the responsibility of the governing body, will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The performance of individuals continues to be monitored on a half termly/termly basis through progress/review meetings with the relevant staff, mainstream schools and outside agencies . The performance of groups, including those with SEN and/or a disability, takes place on a termly basis with each teacher.

Approved _____

Date _____

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