

## ACCESSIBILITY PLAN (2020-2023)

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<b>Legislation</b>	Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Academies) (England) Regulations 2005

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### INTRODUCTION

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This has strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an academy or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination.
- Indirect discrimination.
- Discrimination arising from a disability.
- Harassment.

The Disability Discrimination Act (DDA) requires all academies, over time, to increase access for disabled students. There are three main duties:

1. Not to treat disabled students less favourably.
2. To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage.
3. For academies to have access plans for increasing, over time, the accessibility for disabled students.

Under schedule 10 of the Equality Act 2010, all academies have to have a strategy which sets out how they will increase access to education for disabled students in their academy. At St Andrew's Academy we need to consider the needs of both current and possible future disabled students. The duty not to discriminate covers all aspects of academy life including extra-curricular activities, educational visits and trips. The duty to make reasonable adjustments refers to all policies, procedures and practices. Students who are defined as disabled will have a wide range of needs and requirements including mobility needs, sensory needs, learning needs, mental health conditions, epilepsy, AIDS, asthma and degenerative conditions etc.

This Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the academy in a given timeframe i.e. short term (within 1 year), medium term (within 2 years) and long term (within 3 years). The accessibility plan for St Andrew's Academy is split into three sections:

#### 1. Physical Access

This aspect focuses on access to the physical environment of the academy and physical aids to access education. The physical environment includes things like steps, kerbs, exterior surfaces, parking areas, entrances and exits, toilets etc. Aids to physical access include handrails, lifts, induction loops etc. Although it is expected that physical aids to access education will be provided within a reasonable timeframe, it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

#### 2. Curriculum Access

This covers a range of elements including ensuring that teaching and learning is accessible through the academy and classroom organisation and support, especially through appropriate deployment of staff, timetabling and curriculum options. It also covers the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or off-site visits; staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these students in accessing the curriculum within a reasonable timeframe. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

#### 3. Access to Information

This places a duty on the academy to 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

academy and academy events. All information should be made available in various preferred formats within a reasonable timeframe.

## 1. Physical Access

Action	Strategies	Frequency	Lead Persons	Outcome
Undertake termly health and safety learning walks to ensure all areas of the academy premises remain safe and accessible to all students, staff and visitors.	<p>Audit the site via the learning walk.</p> <p>Produce an Action Plan using <b>EnTrust</b> framework.</p> <p>Follow up learning walk with H&amp;S meeting to follow up the actions.</p>	Termly	<p>David Braybrooke</p> <p>Eddie Eustace</p> <p>Debra Baker</p> <p><b>EnTrust</b></p>	<p>Action Plan is produced with timescales and costings identified.</p> <p>EE to rectify issues where possible.</p> <p>External support sought as required.</p> <p>Action Plan and outcomes shared with Academy Councillors via appropriate committee.</p>

## 2. Curriculum Access

Action	Strategies	Frequency	Lead Persons	Outcome
To ensure all students have the confidence and emotional well-being to access all areas of a curriculum that is designed to meet their specific needs.	<p>Analyse behaviour data to identify key students to work with.</p> <p>To keep the curriculum under review as the needs of individuals and cohorts change.</p> <p>Ensure on-going personal and professional development of post-holder (Mental Health Training)</p>	Ongoing throughout the year	<p>David Braybrooke.</p> <p>Sadie Hampton</p> <p><b>Sue Turner</b></p> <p>Teachers</p> <p>Sadie Hampton</p>	<p>Progress data is available for staff to use to make appropriate judgements.</p> <p>Curriculum plans are in place.</p> <p>Plans are reviewed annually to ensure they are flexible enough to meet changing needs.</p> <p>Alternative provision considered.</p> <p>Post filled and individuals are having impact.</p> <p>Action Plan to develop and maintain student well-being is in place.</p>

### 3. Access to Information

Action	Strategies	Frequency	Lead Persons	Outcome
To develop a 'total Communication Environment' which support students' development of receptive and expressive language.	Sign & symbol of the week.	Weekly	Shirley Smith	All staff and students develop a signed/symbol vocabulary.
	Roll out Makaton training across Academy.	Ongoing annually	Shirley Smith	
	Implement a rolling programme of PECS training across Academy.	Ongoing annually	Julie Ashman	Improved and increased use of symbol use across Academy enabling students to communicate in a more positive manner. The school environment promotes learning and celebrates success.
	Agree a set of principles for sharing information through documents/ website/display boards etc to make it accessible to students.	Ongoing annually	Teachers	