

Matthew 17: Verse 20

“Truly I tell you, if you have faith as small as a mustard seed, you can say to this mountain, ‘move from here to there’, and it will move. Nothing will be impossible for you.”



ACCESSIBILITY POLICY

(Previously the Disability Policy)

Author:	AP SEND/PP
Date adopted by Governors/Academy:	September 2017
Date of last review/amendment:	September 2017
Date of next review:	September 2020

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Our Academy Vision is "Living Well Together with Dignity, Faith and Hope". We aspire to take dignified decisions and afford dignity to all members of our community, regardless of background or circumstance. Our position as a Voluntary Aided Church Academy means that the Christian faith has a central role in all of our actions and decisions. We strive for excellence in all that we do, enabling our students to transform their lives and to hope for happy and successful futures.

At All Saints Academy, our vision is "Living Well Together with Dignity, Faith and Hope and this translates into our everyday practice. Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. We focus on the well-being and progress of every child and where all members of our community are of equal worth. Our accessibility plan is closely linked to our values and particularly those of respect, trust, wisdom, resilience, determination, courage and happiness.

1. Aims

The aims of this policy are:

- To afford equal opportunity to employees and students who have disabilities
- To ensure compliance with equality legislation, including the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014
- To have regard to the guidance issued by the Equality and Human Rights Commission "*What Equality law mean for you as an education provider:schools*".

This policy applies to all staff and students at All Saints Academy and to all others within the Academy community. This policy is available on the Academy website and can be made available in large print or other accessible format if required.

2. Our Commitment

In meeting the aims of this policy, we will:-

- Maintain a positive culture towards inclusion of all people with disabilities in all the activities of the Academy and foster positive attitudes towards disability within our community
- Train staff, and educate students, to understand the different types of disabilities and how to act/assist people with disabilities.
- Adopt user-friendly procedures for considering admission from parents/carers of disabled children and consult with those parents/carers about the reasonable adjustment which can be made to ensure that the admissions process is accessible for their children
- Implement and review the Accessibility Plan with the aim of increasing the accessibility of the curriculum, improving the physical environment and improving access to information for our employees, students and prospective students and their parents/carers.

3. Definition of Disability

A person has a disability (a person who has the protected characteristics of disability) if they have a "physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities").

4. Discrimination

We will not knowingly discriminate against a person with a disability:

- In the arrangements for determining admission or employment procedures
- In the terms on which a student place or staff position is offered at the Academy
- By refusing or deliberately omitting to accept an application for admission or employment
- In the provision of education and associated services
- In the way the Academy afford access to any benefit, service or facility offered or provided by the Academy
- By excluding or dismissing a person on the grounds of his/her disability
- By harassing a person with a disability

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- By failing to take steps to ensure that people with a disability are not placed at a substantial disadvantage in comparison with people without a disability

5. Complaints

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

6. 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Plan operates alongside the Academy’s SEND policy and is consistent with it in terms of principles and approaches to resourcing.

3. The Plan

The Academy will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the Academy will take to achieve this. The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas;

- Ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students.
- Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities.
- Manage and improve the physical environment of the Academy buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of the community.
- To build a community that respects the celebration of achievement at all levels.

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 governing body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting students with medical conditions policy
- Admissions Policy
- SEND Policy

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Appendix A: Accessibility Plan

Our accessibility plan aims:

1. to increase the extent to which students with disabilities can participate in the curriculum
2. to improve our physical environment to enable disabled people to take better advantage of the education, benefits, facilities and services provided
3. to improve the availability of accessible information for disabled pupils

Current Arrangements

- All Saints Academy is a modern, new building which is well-designed as an accessible space.
- All surfaces are flat and even without steps and corridors are wide.
- The building is well lit in all areas.
- There is a lift, giving access to all floors and facilities
- Disabled toilets are available for students, staff and visitors on all floors

Areas to Audit

- Accessibility of ICT
- Accessibility of books and shelves in the Learning Resource Centre
- Access to large print, braille versions of our materials
- Accessibility of the curriculum e.g. PE, Catering, Dance etc

We will review our accessibility plan through an annual audit which involves school leaders, members of the SEND team and those responsible for the physical management of our premises.

Appendix A: Accessibility Plan

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Ensure awareness of disabled pupils needs at Open Days	Awareness of the Admissions Team to potential issue with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces		
Short Term	Ensure that the Admissions process allows all potential candidates to be fairly reviewed	Ensure SENCO is consulted regarding all potential pupils with a disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability		Pupils requiring extra time and special arrangements are applying to the school
Medium Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school	Training of staff	Staff confidence in providing appropriate teaching and support for disabled pupils	Ongoing	Success of disabled pupils in examination
Medium Term	Maintain commitment to a well-trained and qualified Learning Support Team to support all pupils	Maintain budgets and training of specialist staff	Staff have a qualified team to consult and to help to deliver education to disabled pupils	Ongoing	Success of pupils

	Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Short Term	Provide access to all parts of the school building	Current lifts to be regularly maintained Adjustments to be considered and provided if required Identified improvements to support pupils with disabilities to be actioned as appropriate	People with limited mobility are able to navigate around the school site safely	On going	
Medium Term	Maintain accessible toilet facilities for disabled pupils, staff and visitors to the school	Premises team to monitor	Minimum of one accessible toilet on each level of the school	Ongoing	
Short term	Continue to ensure that staff and students with a disability have their own PEEP (Personal Emergency Evacuation Plan)	Staff to contact premises team to complete PEEP	The needs of all stakeholders are met in the event of evacuation	Ongoing	