



Accessibility Policy

Document provenance

This policy was approved as follows –

Regional Governance: [Regional Education
Director, Northants]

Date: September 2018

Frequency of review: every two years

Next review date: July 2020

ELT Owner: Education & Personnel Committee

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1 Accessibility Plan (2018 – 2020)

1.1 Introductory statement

This Accessibility Plan has been drawn up in consultation with staff parents, carers and pupils of the Academy and covers the period from September 2018 to July 2020. The plan can be made available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. The Academy occupies a seven buildings on two campuses including separate Sports and P.E facilities. The buildings have a mix of standard teaching classrooms and specialist subject classrooms:

- ICT suites
- Resistant Materials/ Engineering workshops
- Textiles/ Fashion classroom
- Food Technology classroom and Kitchen
- Open plan Art classrooms, including locked Kiln.
- Music Block
- Activity Hall
- SEND Base known as The POD

Corridors in the Randolph Building include individual locker facilities. We have a large open space 'quad' area based on the ground floor near the Main Reception area and near to The POD and Student Support areas.

The first and second floor of the Discover Building are accessible by two sets of stairs at either end of each building. However, there are two fully fitted science labs at Ground Floor level. The Randolph Building has lifts to all levels. All other blocks are single storey and approached by ramps.

The school has a number of accessible toilets on every floor and EVAC chairs on each floor for emergency evacuation procedures.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- Improve the physical environment of the Academy to increase access to education by disabled pupils including address uneven and degraded surfaces
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

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

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has a statement of special educational needs the Academy will work with the Local Authority (LA) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

| Targets | Strategies | Outcome | Timeframe | Goals achieved | |
|-------------------|--|---|--|-----------------------|---|
| Short term | Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum. | Training of staff. | Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum. | Ongoing | Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations. |
| Short term | For students to have a 'base' or 'safe space' to use for lessons, interventions and during social times. | Further develop Workspace use in Pod. Identify space in Randolph. | Students to have a designated area to work in, when during lesson time, during intervention and/or 1:1 support.(Curriculum and Student Support) | Ongoing | Classroom spaces are optimised for students with disabilities. |

Increasing the extent to which disabled pupils can participate in the Academy curriculum

Short term

To maintain detailed, bespoke access arrangements to allow student to access internal and external examinations and assessments.

Full time member of staff responsible for Access Arrangements across academy. Deliver AA training to all faculty areas, detailing importance of evidencing normal ways of working. Provide staff and students with appropriate resources needed to access examinations i.e. modified papers.

Staff and students have a clear understanding of the resources available to support exam access arrangements.

Evidence to be submitted by AA 2018 deadline – Feb 2018
Ongoing

Students to access internal and external examinations with the appropriate support.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

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| Medium term | Thorough transition procedures, aiming to collate detailed information about student need and disability before they attend the academy (Y7/ in year transfer) | Head of Progress, DDSL to undertake school visits and meetings to ensure that the right information is on recorded. SENCo and SEND team to provide additional transition days for students to familiarise themselves with the academy building and address any possible support needed to access the | Staff have detailed strategy bank detailing the best way to support students. Students and families have the opportunity to share information before they attend the Academy. | Ongoing – all year. | Successful transition to the Academy. Staff have detailed strategy bank detailing the best way to support students. |
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Increasing the extent to which disabled pupils can participate in the Academy curriculum

curriculum.

Improving the physical environment of the school to increase access to education by disabled pupils

| Targets | Strategies | Outcome | Timeframe | Goals achieved | |
|-------------------|---|---|---|----------------|---|
| Short term | Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments. | Seek advice from LA sensory support service on appropriate colour schemes. | Some areas are made more accessible to visually impaired children. | Ongoing | Physical environment improved. |
| Short term | Ensure adequate amount of EVAC chairs on each floor, in case of emergency | Each student with a disability that could hinder their safe evacuation from the building has a risk assessment. EVAC chairs on every floor Evacuation procedures and safety training for designated staff. | All disabled students, staff and/or visitors can evacuate the building quickly and safely, in the case of an emergency. | Ongoing | Students, staff and visitors are kept safe and can exit the building swiftly in the case of an emergency. |
| Long term | Enable disabled pupils and visitors to access to the full Parker site. Plan to fit ramps and handrails to the entrances and exits which have priority. | Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding. | Having secured capital resources from the LA the school's entry areas will be fully accessible. | Ongoing | Physical accessibility increased. |