



## Accessibility Plan

**Date-** September 2015

**Review-** September 2018

**Review Framework:**

The policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance)

Signed: Headteacher \_\_\_\_\_ Date: \_\_\_\_\_

Signed: Chair of Governors \_\_\_\_\_ Date: \_\_\_\_\_

## Purpose

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education.

This legislation places three key duties on the academy:

- Not to treat disabled pupils less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage; and
- Plan to increase access for disabled students.

The definition of disability is taken from the Disability Discrimination Act 1995:

"A person has a disability 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 carry out normal day to day activities."

## Linked Policies

This policy should be read in conjunction with the Single Equality Scheme, SEN Policy and our Safeguarding Policy.

## Policy

The Academy Trust aims to reduce and eliminate barriers to access to the curriculum and to do all that we can to ensure full participation in the Academy community for pupils and prospective pupils with a disability.

The Trust aims to meet the needs of disabled staff and parents and visitors to the Academy so that they are accommodated within our environment, as far as is reasonable practical.

Our Accessibility Plan will aim to:

- Increase the extent to which disabled pupils can participate in the Academy curriculum;
- Improve the physical environment of the Academy to increase the extent to which disabled pupils can take advantage of the educational provision and associated services; and
- Improve the delivery of information for disabled pupils which is provided to students who are not disabled, taking account of the views expressed by pupils and their parents about their preferred means of communication.

## Accessibility Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Veritas Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be reviewed annually and updated every three years.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 the DDA). 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 and make reasonable adjustments to 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 time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School website will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Veritas Primary Academy Accessibility Plan 2015-2018

### Improving the Curriculum Access at Veritas Primary Academy



Target	Strategy	Outcome	Responsibility	Timeframe	Achievement
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	SLT/ KW/JD	From Oct half term	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. The use of other professional partners has been made available.	All staff	Sept 15	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of 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.	All staff	Throughout year	Increase in access to all school activities for all disabled pupils
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	Teaching Staff	Sept 15	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues.	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access.	SLT	Throughout year	Community will benefit by a more inclusive school and social environment