



# Meopham Community Academy



*Enjoy, Learn, Aspire*

## Accessibility Plan

<b>This policy was reviewed by:</b> Paul Hale, Deputy Headteacher
<b>Date:</b> November 2018
<b>Approved by Governors:</b>
<b>Next Review Date:</b> May 2020

## ACCESSIBILITY PLAN

### **Introduction**

The SEN and Disability Act 2001 extend the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002 governing bodies have had three key duties towards pupils with disabilities, under Part 4 of the DDA:

- Not to treat pupils with disabilities less favourably for a reason related to their disability;
- To make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage;
- To plan to increase access for pupils with disabilities.

At Meopham Community Academy we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to take account of disabled people's disabilities even where

It is a requirement that the Academy's Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

### **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA) as:

"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."

### **Key Objective**

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the Academy community for pupils, prospective pupils, staff and visitors, with a disability.

*The Accessibility Plan Purposes are to:-*

- Increase the extent to which pupils with a disability can participate in the Academy's curriculum.

- Improve the physical school environment for the purpose of increasing the extent to which pupils with a disability are able to take advantage of the education and associated services provided or offered.
- Improve the delivery to pupils with a disability of information which is already provided in writing to pupils who do not have a disability.

### **Our Aims**

At Meopham Community Academy we are committed to an inclusive curriculum and increasing access to the Academy's facilities for all by:

- Increasing the extent to which all pupils including those with a disability can participate in the Academy's curriculum
- Improving the physical environment of the Academy
- Improving the delivery of information to all pupils and parents.

This plan sets out the proposals of the Governing Body to increase access to education in these three areas. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality
- Health and Safety
- Special Educational Needs
- Behaviour Policy
- Academy School Improvement Plan (SIP)

### **Action Plan**

Attached are three audits of current provision relating to these three key areas of accessibility that are highlighted above. The future planned action work will be overseen and co-ordinated by the Academy governors and by the Headteacher.

### **Audit**

Audit of existing achievement/provision

#### **Physical**

- Wheelchair access to playground, halls and all classrooms (full ground floor access).
- Lift in key stage 2 corridor.
- Disabled parking bay for parent/visitors.
- Disabled toilet in Year 3/4 corridor.

- Disabled toilet in Year R/1 building.
- Disabled toilet in Treehouse building.
- Handrails down steps.
- Fire exits to allow wheelchair access.
- Whiteboards in all classrooms.
- Edge marking on stairs and steps.
- Lighting – all areas are well lit.
- Window blinds in classrooms.

### **Curriculum**

- Data on pupil population to facilitate advanced planning
- Health Care Plan for all pupils for new entrants so data base of medical issues made available to all relevant staff
- Curriculum differentiated by task and outcome
- Liaison with external services and agencies (physical, sensory, speech, learning, behaviour etc.)
- Detailed pupil information given to all staff
- TA deployment to cover a mix of curriculum needs
- Special arrangements made for SATS (extra time applied for, use of amanuensis, coloured test sheets)
- Specialist resources available to support specific needs (scissors, rulers, writing slopes, Irlens resources)
- Specialist teachers supporting learning and giving pastoral and inclusion support
- LIFT referral system used to maximise support available to pupils
- Early Notification process being used to support families.
- BEAM, Sensory Circuit and Clever Fingers sessions run by trained TAs
- Provision mapping used to ensure interventions tailored to all needs.
- Training in medical needs such as Asthma and Allergies.
- Social inclusion e.g. after school clubs and trips.
- Care Plans for physical disability and medical conditions.
- Visual aids e.g. task board, visual cues, visual timetable

### **Provision of Information**

- Basic access technology
- Letters printed on coloured paper
- Positive images of disability
- Fire evacuation procedures
- Movement around the school e.g. flow charts
- Risk assessments

## GOALS & TARGETS

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
<p>Increase the extent to which all pupils (SEN/EAL/ etc) can participate in the Academy's curriculum such as:</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to pupils diverse learning needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils</li> </ul>	<p>Staff CPD budget</p>	<ul style="list-style-type: none"> <li>• Training on use of visual aids e.g. task board, visual timetable, cue cards</li> <li>• Curriculum policies to be updated in respect of inclusion</li> <li>• Work differentiated in pace style and content</li> <li>• Use of different styles of teaching and learning in classrooms</li> <li>• Appropriate staff training in a variety of SEN including ASD/ADHD etc.</li> <li>• Ensure classrooms and main areas are culturally diverse.</li> <li>• Language for Learning training to support needs of Speech Language and Communication Needs Use of dual language books, audio recorders and dictionaries in different language.</li> </ul>	<p>Some staff inc. new staff</p> <p>All staff</p>	<p>Staff confident to support individual pupils</p> <p>Resources purchased, used</p> <p>Policies reflect inclusive practice</p> <p>Broader range of teaching strategies used by teachers and TAs</p> <p>Staff confident to meet the needs of all pupils</p> <p>Children achieve at their level</p>	<p>SENCO/Headteacher</p>

STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Planned improvements required to the physical environment of the Academy to improve accessibility.	Building budget	-	Anyone with Physical Disability	Maintain good access for pupils with physical disabilities.  Improved accessibility for specific children	SENCO/Head- teacher
Improve the availability of information in different forms such as other languages, larger print etc. Including the use of interpreter if necessary.	Advice from physical sensory services and language support service Support from MCAS for EAL pupils.	Improved provision of information <ul style="list-style-type: none"> <li>• Identify materials</li> <li>• Identify providers of 'translation' services</li> <li>• Information about the academy available in large print etc. on request</li> </ul>	Any pupils and parents requiring information in different language or form.	Pupils and parents able to access information in different formats  Register of use of service and satisfaction survey	SENCO/Head Teacher

### **Maintenance and Renewal**

To ensure that these developments do not fall into disrepair, all improvements made under this Accessibility Plan will be built into the regular checks of the Business and Site Manager.

### **Individual Needs**

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the Special Educational Needs Coordinator (for pupils) and line managers (for staff).

### **Specific Priorities**

- To review the Academy's responsibilities in this area under the new provisions of the Equality Act (2010).

### **Curriculum delivery**

The Academy's SEN Policy makes clear the Academy's approach to the delivery of the curriculum. The Academy actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

### **Review and Evaluation**

This plan will be reviewed, monitored and evaluated by the Local Governing Body who report on progress where relevant to the SLT and Academy Trust.