Accessibility Plan

This review: March 2022	Next review: March 2023	Statutory/non: Statutory	Lead: C Stones, Assistant Headteacher and SENCO

Associated documents:
NCEA - Anti bullying policy NCEA - Safeguarding and Child Protection Policy

Links to:
Keeping children safe in education 2021 (publishing.service.gov.uk) SEND Local Offer | Notts Help Yourself (familyservicedirectory.org.uk) SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk) Children and Families Act 2014 (legislation.gov.uk) Equality Act 2010 (legislation.gov.uk)

Contents

1. Aims

Our academy vision is to ensure that all members of our community experience 'life in all its fullness' (John 10:10) National Church of England Academy - Vision and Values (nationalacademy.org.uk)

As a Church of England Academy our purpose is to ensure that all our learners have access to educate the whole child by enabling them to achieve. Our SEND provision provides support to help break down barriers to learning, makes adaptations to ensure there is access to the full academy and curriculum offer to provide students with access and adaptations whilst developing their God-given talents.

Our accessibility policy is underpinned by our ARCH values of Achievement, Respect, Charity and Humility, with the keystone of Jesus, and supported by the pillars of Wisdom and Service.

We believe that inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We believe that all students should be equally valued in the academy, therefore we will strive to eliminate prejudice and discrimination, and to develop a physical environment where all students can flourish and feel safe.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students

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.

The plan will be made available online on our website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports partnerships to develop and implement the plan including with the Minster Trust for Education and Nottinghamshire County Council.

Our school's complaints procedure covers the accessibility plan which you can find on our website. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Accessibility

This sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim
Increase access to the curriculum for students with a disability
Current good practice
Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students

Aim
Improve and maintain access to the physical environment
Current good practice
The environment is adapted to the needs of students as required. This includes: • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Accessible desks and stools in science labs • Tactile paths • Braille classroom signs • Nurses room accessible

Aim
Improve the delivery of information to students with a disability
Current good practice
The environment is adapted to the needs of students as required. This includes: • Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops can be accessed if required, if student provides own • Pictorial or symbolic representations- can create visual cues if needed

4. Curriculum access

Area of need
Cognition and learning needs

Subdivision
Specific learning difficulty

Means of ensuring access
- Differentiation using resources from a bank or adaptations designed on a one-off basis to meet individual needs. Can include worksheets, writing frames, guided reading.   - Support including simplified or modified tasks.   - Use of guidance and specific support from Inclusion team.   - Use of TA's, BM's and LSA to work with individuals or small groups.   - Contribution to and use of SEND plans and other personalised learning information.   - Support pathways   - Setting group sizes appropriate to needs   - Sharing good practice through staff development activities   - Recognition of different learning styles possibly linked to different groups of students   - Use of intervention packages to help meet students particular needs.   - Group based activities to allow and encourage peer learning for students with cognition and learning needs   - Access to SEN database allows staff access to student information, particularly relating to explanation of needs, funding, involvement and use of external agencies and advice on provision   - Use of review meeting minutes as sources of information

Training needs identified
- Approaches to supporting students with dyslexia   - Development and sharing of strategies for successful differentiation in mixed ability groups   - Development of material for students entering at level 2 or below to access the curriculum   - Development of resources and teaching techniques to accommodate different learning styles   - Provision of student specific information to be enhanced and supported with suggested strategies for meeting needs   - Tailored support for staff based on individual needs of students   - Need to keep up to date with any LA initiatives, training opportunities and technological developments   - Opportunities to attend conferences and other CPD activities

Area of need
Behavioural, emotional and social development needs

Subdivision
Behavioural, emotional and social difficulty

Means of ensuring access
- Use of planned placement of students either with particular members of staff or in teaching groups to mitigate problems. Can relate to individual students or groups of students known to be likely to cause difficulties if they are together   - Consideration of seating arrangements to produce supportive groupings   - Use of Behaviour Mentors and Inclusion team to support individual students and members of staff   - Varied and appropriate teaching methods with regular feedback to/from students

- Clear, consistent and properly enforced guidelines on behaviour with graded responses to challenging behaviour. System of rewards for good behaviour
- Providing clear explanations of outcomes and expectations. Setting achievable goals and giving responsibility to students for reaching them
- Liaison with relevant individuals and bodies, i.e. parents, guardians, heads of year etc
- Promotion of positive role models among peer group
- Use of exemplar materials to promote positive response
- Place students in situations where success is more likely than failure in order to promote and maintain confidence
- Clear use and implementation of the behaviour for learning ladder and behaviour policy

Training needs identified

- Information needed about specific students prior to admission
- Sharing of good practice and successful techniques with particular types of behaviour and individual students within and across faculties
- Positive behaviour management training to optimise student performance
- Intra and inter departmental support for colleagues having difficulty with known individuals
- Specific training on issues such as anger management and social skills training

Area of need

Communication and interaction needs

Subdivision 1

Speech, language and communication needs

Means of ensuring access

- Adapted learning materials and equipment
- Use of Inclusion team to support students based on shared knowledge of student needs
- Seek support of curriculum learning support and SEN colleagues
- Ensure that schemes of work reflect range of needs of all students
- Appropriate pairing or grouping of students

Training needs identified

- Training needs to be offered due to lack of experience in school
- Use of podcasting, sound editing etc
- Use of SFSS training / support

Subdivision 2

Autistic Spectrum Disorder

Means of ensuring access

- Use of Inclusion team to support students based on shared knowledge of student needs
- Structure of activities and instructions needs to be clear and take account of student needs
- Ensure individual members of staff have access to complete information on student needs and IEP
- ELSA/ social skills interventions where appropriate

Training needs identified

- Training on meeting the needs of students ASD, particularly in subjects with high degree of speaking and listening activities
- Training needs to be for new members of staff and to update skills of existing staff
- Training on spectrum of conditions and impact on teaching and learning

Area of need
Sensory or physical needs

Subdivision 1
Visual impairment

Means of ensuring access
- Enlarged printed resources or Braille versions   - Lighting and location of student in classroom   - Use of Inclusion Team to support individual students   - Use of technology such as magnification tools and other specialist equipment where needed

Training needs identified
- Little experience of meeting the needs of V I students in school   - General and student specific support needed for V I and H I students   - Development of a spoken curriculum

Subdivision 2
Hearing impairment

Means of ensuring access
- Seating of student in room, use of appropriate technology and communication devices   - Provision of printed materials, given orally, if relevant   - Management of sound levels and acoustics in teaching space   - Teachers to use microphones as required

Training needs identified
- Use of new technology to support students with H I   - Training on different types of hearing impairment and implications for teaching styles

Subdivision 3
Multi-sensory impairment

Means of ensuring access
- Varied teaching and learning styles required   - Consider time required to travel between lessons and adjust exit from lessons to accommodate

Training needs identified

Subdivision 4
Physical disability

Means of ensuring access
- Any visits would require careful planning and possible pre-visit to check access provisions and identify any additional support or equipment that might be needed. Need to identify any parts of visit that might not be possible because of access difficulties and plan alternative/complementary activities   - Ensure that appropriate/differentiated/adapted materials and equipment are available   - Ensure that students are timetabled into spaces with appropriate equipment, particularly for practical subjects   - Ensure that takes are appropriate to students given the level of needed, particularly in practical subjects   - Consider time required to travel between lessons and possible problems in congested circulation routes and adjust exit from lessons to accommodate

Training needs identified
- Planning for visits and completing necessary risk assessments   - Training required ensuring that staff can respond appropriately to individual student needs. Can be tailored as requested when students are due to be admitted so that staff skills are matched to student needs

Accessibility to examinations

Students with Exam Access Arrangements will be assessed using JCQ guidelines and as a demonstration of 'Normal way of working'. Refer to JCQ guidelines: [AA_regs_21-22.pdf (jcq.org.uk)](AA_regs_21-22.pdf)

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be ratified by the Governors.