



Accessibility Plan

Adopted: January 2023

Next review due: January 2026

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our academy and benefit from the educational experiences and services we provide.

We aim to ensure that our academy is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between

disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (for St Ivo Academy this is Astrea Academy Trust) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,of information which is provided in writing for children / young people who are not disabled.
- an accessibility plan must be in writing.
- during the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- it is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*

Health Standards (England) Regulations 2003

The School's Context

We are an academy for children / young people who age from 11 to 19 years. The school comprises 6 main buildings covering a large site, mostly of one and two storey construction, with one section of Main Block having three stories.

In 2022-2023 we have approximately 1,670 on roll and have 19 children / young people identified as having a disability under the given definition.

The School's Aims

The aims of the academy align with the Astrea Academy Trust ethos to “inspire beyond measure” and are underpinned by five core Value Partners, which are equally applicable to students and staff:

- Responsibility
- Respect
- Tenacity
- Curiosity
- Tenacity

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Principal
- SENDCO
- Vice Principal with oversight of SEND and Pupil Premium
- Director of School Strategic Operations

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies.
- 5) Evaluated the plan every 3 years (with ongoing review and revision as necessary).

In addition to this we will:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Other School Policies & Documentation

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

- Curriculum
- Equality

- Health & Safety
- Educational visits
- Inclusion
- SEN Information Report.
- Behaviour Policy

Access Planning Template for Period Jan 23 – Jan 26

Lead member of staff: David West

Date: January 2023

Date of Plan Review: January 2026

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

St Ivo Academy will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Expected Outcome/Review Evaluation
Short Term	Availability of written materials in alternative formats and use of assistive technologies	As need arises, use support for VI/HI or other services to alter formats as needed for specific students.	SEND and Pastoral Teams, filtered to specific teaching staff and Teaching Assistants.	Reviewed termly and as needed by individuals that arrive into the academy – especially in times of transition.	tbc	If needed the school provides written information in alternative formats. Delivery of information has improved. Use of assistive technology is available when needed.
Short Term	Signage around school site – high contrast	Site team regularly review signs and alter them as needed. High contrast – normally blue background with white lettering.	SEND and School Site team and Astrea central team	Review completed Termly – Changes made as soon as needed.	tbc	There are clear signs throughout the school and as rooms change use, this is updated to allow access for all.
Medium Term	Training staff on adapting the curriculum for students with a variety of additional needs	School uses up-to-date information and adaptation techniques to support	SENDCO and SLT organising with support	Training happens throughout the academic year in a variety of guises.	£Cost of school/ Trust time to deliver training	Staff more confidently adapt the curriculum to support students in their class. This is reviewed through

		teachers and staff to make reasonable adaptations to support curriculum access	from Trust colleagues	Training timetabled for each year.		learning walks and through improvements in pupil outcomes.
Long Term	Pathways and surfacing around the school site	Review the pathways and routes around school and assess which ones need resurfacing and in which priority order.	Site Team managers and Health and Safety officers from Trust. Potentially SEND and Transition teams as needed.	Reviewed Yearly in Term 3	£ Each job would be costed and go through the Astrea Financial system	School site is fully accessible and pathways and surfaces are suitable for all to use.