



## Accessibility and Inclusion Policy

Version	Date	Description	Reviewers/ Approvers	Next Review Date
2019v1	September 2019	Update to Previous Policy, Name Change	LHa/VEI	September 2020



## Crofton Academy Accessibility Plan

### **Link to School Aims**

At Crofton Academy we explicitly celebrate diversity, whilst also understanding the central importance of a common identity and a sense of belonging for all our pupils. This is why we are working hard to ensure that inclusion and community are at the heart of all that we do at Crofton Academy.

To this end the governing body and the school will work to make sure all pupils, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Crofton Academy is privileged to have an Additional Resource Centre to support Hearing Impaired and Visually Impaired pupils. The accessibility plan seeks to make sure pupils who access this resource are fully included in the life of the whole school.

### **Legal Framework**

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA).

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Crofton Academy is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

### **Aim of the plan**

The aims of this statement and the Accessibility Plan are to ensure that Crofton Academy continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 the delivery of **written and electronic information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

The plan will be made available online on the School Website, and paper copies are available upon request. Our School is also committed to ensuring staff are trained in equality, inclusion, and diversity with reference to the Equality Act 2010, including the understanding of disability issues. The School supports any available partnerships to develop and implement the plan.

### **Links to the school SEND policy**

The Disability Discrimination act states:

“A person has a disability if he (she) has a physical or mental impairment which has a substantial and long term adverse effect on his (her) ability to carry out normal day-to-day activities.”

A disabled person is likely to have difficulties in one or more of the following:

- Mobility
- Physical co-ordination
- Manual Dexterity
- Continence
- Ability to lift, carry, move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, or understand perception or risk of physical danger
- Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorder, disfigurement"

Crofton Academy recognises its duty not to discriminate against disabled pupils and also the need to make reasonable adjustments to make sure disabled pupils can play a full part in the social and academic life of the school."

### **Involvement of Disabled People in Developing a Disability Equality Scheme**

It is the intention to consult with all stakeholders (pupils, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate reasonable adjustments. This consultation process will be on-going.

In addition, as part of our public sector equality duty, we intend to consult with external voluntary organisations in order to further inform the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

### **Reviewing/Monitoring**

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the governing body. The plan will be fully revised every three years.

<b>Increasing the extent to which disabled pupils can participate in the school's curriculum. Target</b>	<b>Strategy and Action</b>	<b>Time Frame</b>	<b>Resources</b>	<b>Personal responsible</b>	<b>Outcome</b>
All teaching and nonteaching staff are aware of particular needs of VI and HI pupils	Training for new staff in September in new staff meeting. Regularly check pupil information on the system for updates.	Each year (ongoing)	Staff time	SCa(VI) VEI (SENCO)	Lessons differentiated to meet needs of all pupils
System for modification requests understood and used by all staff so that resources are produced in good time for lessons	1. Staff Briefing to remind staff of their responsibility regarding providing information for VI staff 2. Information in staff handbook 3. QA and feedback to Subject coordinators regarding this	Each year (ongoing)	Staff Time. VI support time	SCa(VI)	Pupils will have Braille content and other VI materials available for the lessons they are in.
Ensure all out-of-school activities are planned to allow for the participation of all pupils	Ensure trip approval documentation and risk assessments consider access for individuals with disabilities		Staff time	Achievement Leaders, VEI and SCa	All pupils fully able to participate in extra curricular activities
In case of emergency escape routes can all be independently negotiated by visually impaired pupils	Audit of all escapes routes to make sure they can be used safely by Visually impaired and other disabled pupils	April 2014	VI Mobility officer can do this for VI pupils	SCa	Independent evacuation of VI pupils.
Campus can be travelled safely and independently by pupils with a VI	Audit of campus to ensure it can be travelled safely and independently				Pupils with a VI can move around the campus safely and independently