

# Crofton Academy



## Accessibility and Inclusion Policy

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## 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 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.

All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the school. Relevant information will be passed on to staff to ensure staff awareness. This is normally done before transfer.

Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g. use of epi pen.

## **Making the school more accessible**

1. All buildings on the site have external ramp access or internal access to ground floor classrooms.
2. Lift access to the first floor is available in the main block.
3. The academy has access to disabled toilets in the main block.
4. Handrails are there to assist with flights of stairs.
5. There is a physio room and accessible toilet in the main block – an adequate supply of appropriate equipment is in place including gloves, wipes, aprons, foot operated waste bins, paper towels, liquid soap/spray cleaner, spare clothes and any other necessary items are always available
6. All doors to work areas and outside are wheelchair accessible
7. EVAC chairs are available at the first floor stairs in the main block and trained staff are available to give assistance to students.
8. Classroom furniture including height adjustable tables, laptops and sloping boards are available for those students who require them.
9. Security gates at the front of the building are opened at the start and the end of the day to allow the dropping off and collection of disabled pupils
10. There are marked bays indicating disabled parking in the school car park
11. The VI Resource provide documentation in other formats such as braille and large text

## **Curriculum Access**

1. Pupils needing copies of information on coloured paper will be given this in the classroom.
2. Pupils needing copies of information displayed on the interactive whiteboard will be given printed information.
3. All handouts and information can be retained by pupils with disabilities
4. Notices and letters about school events are displayed on the school's website
5. Pupils with visual impairments will have access to enlarged font as required or facilities to enable them to enlarge work as required
6. Teachers will differentiated lessons in order to meet the needs of pupils with specific learning difficulties and to enable them to plan and execute their work
7. Teachers and LSA's are aware of preferences expressed by pupils or their parents
8. Teachers and LSA's have access to advice provided by external professionals
9. Teachers and LSA's have access to training n differentiation of the curriculum and how to meet identified needs
10. VI team, SENCO and Assistant SENCO work closely with Subject Coordinators and teachers to ensure all lessons are accessible to all students
11. Risk assessments and planning of trips include accessibility references
12. All extracurricular and pre and post school activities allow for the participation of all students

## **Making it happen**

The governing body will take responsibility for the school's Accessibility Plan, set a clear direction and report on it annually.

The views of pupils and parents will be sought at annual reviews or Education and Healthcare Plan Reviews (EHCS).

**How to access the plan**

The school's Accessibility and Inclusion Policy will be available on the Crofton Academy website and from the school office.

<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	Each year (ongoing)	Staff time	Year Group Tutors, VEI and SCa	All pupils fully able to participate in extracurricular activities
In case of emergency, escape routes can all be independently negotiated by visually impaired pupils and other disabled pupils	Audit of all escapes routes to make sure they can be used safely by visually impaired and other disabled pupils	Each year (ongoing)	Staff time VI Mobility officer can do this for VI pupils	SCa, VEI, LHa	Independent evacuation of VI pupils and pupils with physical needs.
Campus can be travelled safely and where appropriate independently by pupils with a VI and other disabilities	Audit of campus to ensure it can be travelled safely and independently	Each year (ongoing)	Staff time	SCa, VEI, LHa	Pupils with a VI or physical disability can move around the campus safely and independently