



The Albion Academy
Disability and Accessibility Plan
Updated for 2014 - 2015

Introduction and Aims:

We at The Albion Academy believe in providing every opportunity to develop pupils' young people and adults full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

In this scheme we will outline how we can promote disability equality for all disabled pupils, staff, parents governors and visitors to our school. We also have a duty to publish our Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

Vision and Values

The Academy fully supports the mission of its sponsor the Salford Academy Trust:

The SAT works collaboratively to drive school improvement and community development across Salford, transforming lives and realising potential.

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. These principles guide all the work we do at the Academy.

Context

The Academy serves an area of high socio-economic deprivation and its intake is representative of the wider community. The percentage of students with a statement of SEN or at School Action + is in the region of 10-15% and the percentage of students who could be described as having any additional need is in the region of 25%. The Academy works with all local primaries to ensure full and detailed transfer of knowledge and records for all students on entry, but particularly those with SEN or where there have been any concerns.

Principles

- Compliance with the legislation is consistent with the Academy's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- As an admissions authority our admissions policy applies which does not discriminate against a disabled child
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils for example:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

Purpose and direction of the school’s plan:

The Accessibility Action Plan (AAP) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMS data
- SEN reviews/statements
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value added scores)
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school’s self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

Views of those consulted during the development of the plan:

To ensure The Albion Academy is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our DES and AAP include:

- Pupils with and without a disability/SEN
- Parents of pupils who have a disability/SEN
- Staff
- Governors
- Members of our community with relevant experience
- Local Special Schools and Outreach Teams

Our consultation included questions about barriers to learning and full involvement in school life. We discussed:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and school
- How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

The main priorities in the Academy's plan:

- Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including, social times, trips and clubs
- Improve the accessibility of written information to disabled pupils, young people and adults

Standard Provision/Expectations:

The skills within the Academy are tailored to our intake and a nurture provision is established that is used to both provide access to a secondary environment and curriculum and to facilitate a tailored transition where necessary. The recognition and understanding of the variety of barriers some of our students face to accessing a mainstream curriculum is well established at the Academy and both our curriculum provision and wider “wrap-around” provision eg: the Supporting Transition, Attainment and Relationships plans, reflect this.

Attendance and progress of all students is monitored closely and analysis of SEN students in both areas shows that they keep pace with their peers and in some cases outperform them. All students have access to trips and other extra-curricular activities and no student is excluded from any area of the curriculum.

Equalities legislation and the right of all children to succeed is embedded in Academy practice and all staff detail the groups student belong to in their planning enabling them to both plan and account for progress for all. The Academy has launched Achievement for all to better embed strategies for the successful management and acceleration of progress of all learners into all lessons and narrowing the gaps between outcomes for students here and in comparison with their groups nationally forms the backbone of our Equality Objectives.

Making reasonable adjustments to our standard provision/expectations:

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making ‘reasonable adjustments’ to

(a) the building and grounds:

- Structured and supportive playtime and lunchtime activities such playground buddies
- Ensuring all adjustments to current buildings are DDA compliant

- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) learning and teaching:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- Academic progress is monitored and 'value added' considered
- Additional support (small group or 1:1) will be provided where possible
- Individual targets and IEPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Using RAISE ONLINE, SIMS and monitoring in school by senior staff, we are able to track and analyse the achievement of all our pupils
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies
- We are working towards becoming a 'Healthy School'
- The school website will be reviewed when we adopt a Learning Platform and pages with information about links to disability will be built

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents
- Diary and news pages on the school website
- Informal discussions with parents
- Telephone messages and conversations with parents
- Most information is available electronically and can be converted to other appropriate formats
- Governor Surgeries

The effectiveness of these adjustments will be monitored regularly and the opinions of our 'working party' and disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Governing Body and the Trust will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Pupils interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be evaluated and updated annually.

- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body and a review group which will include pupils with a disability.
- The school will report on the scheme annually
- The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Getting hold of the Academy's Plan

The scheme will be available on the school website and hard copies produced on request at the school office.

**ACTION PLAN FOR DISABILITY EQUALITY SCHEME
2012-13**

	Activity/resources	Responsible	Timescale	Outcome/Update Sept 2013.
Collecting views to inform scheme	Collect views of pupils on disability register through pupil interviews	SENCo	By Oct 2012	Largely positive in terms of provision – movement around building and at social times raised, actions re building and supervision to be addressed.
	Send out/collect in questionnaires to parents	SENCo	By October 2012	No recommendations received. To be added to agenda for IEP reviews.
	Revise new admissions pack to include questions for parents of children with disability	The Principal	By December 2012	
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	SENCo	By December 2012	
	Keep staff updated in terms of information sharing, training and collection of their views;	Workforce Development	Ongoing.	Positive feedback so far on actions taken.
	Discussion with parents and pupils at Parent’s Evenings, IEP reviews, etc.	SENCo, all staff	Ongoing	Positive outcomes/evidence and feedback gathered.
	Consideration of collected stakeholders’ views		By July 2013	Building redesign feedback overwhelmingly positive.

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	Operations Manager	By December 2012	Complete – programme of works including improvement of dining facilities, lighting, walkways put in place due for completion 2014.
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	Operations Manager	December 2012	Lift access to highest floor of dining area delayed. Approval granted.
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	Operations Manager	April 2013	EFA bids successful –project work under way.

	Activity	Responsible	Timescale	Outcome
Policies and initiatives	Behaviour Policy Review	AP (CG&S)	February 2013	Complete – new one in place and phase 2 (staff working party) due Jan 2014.
	Include information and key documents on school website/learning platform	ICT Manager	December 2012, ongoing	In place with new website launch autumn 2013.
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	SENCo	From January 2013	Greater flexibility in this in place including translations. Still needs attention.
	Include aspects of Disability Equality in school assemblies and worship	AP (CG&S)	January 2013	In place.

	Increase awareness of and positive attitudes towards disability through the curriculum	AP Curriculum	Ongoing, beginning September 2012	In place, still requires attention.
	Conduct regular audit of the physical environment of the school and make recommendations for any necessary actions	SENCo	Ongoing	New VP appointed to oversee operational aspects – new H&S consultant involved, regular audit now takes place.
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	SENCo	January 2013	New literacy policy in place which covers this under access to resources.
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information; Write impact statements	Principal	September 2012-July 2013	Complete. Second review as we go into Y2 now due.
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff	SENCo	By end of Autumn Term, 2012, then ongoing as and when necessary	In place.

	Activity	Responsible	Timescale	Outcome
Using Data to develop	Devise Disability Register. (Pupils and staff)	SENCo	January 2013	SEN register and SCR cover this.
	Add Disability Register to Assessment Manager	SENCo – Data Manager	January 2013	SEN register added.
	Establish method of collecting data on assessment Manager to analyse <ul style="list-style-type: none"> ✓ Attendance ✓ Exclusions ✓ Academic Performance 	AP (achievement)	January 2013	In place.
	Set up half-termly Progress Meetings, where needs, issues and performance of pupils on DR are discussed		Ongoing, beginning Spring Term 2013	Under SEN/Nurture lead and IEP structure.
	Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	AP (achievement)	December 2013	In place electronically

	Activity	Responsible	Timescale	Outcome
Access to the Curriculum	<ul style="list-style-type: none"> ✓ Remind staff of National Curriculum Inclusion Statement. ✓ Run staff meeting on “Reasonable Adjustments” 	AP (Curriculum)	Spring Term 2013	Carried out and extended through A4All training.
	Share good practice relating to disability issues and data	SENCo	Summer Term 2013	A4All training
	Monitoring of teachers’ planning will include careful consideration of differentiation and ‘reasonable adjustments’ made	AP (teaching quality)	Termly, from January 2013	Reviewed as part of SEN
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	Operations Manager/IT Manager	January 2013, then ongoing	Reviewed as part of SEN

	Audit of staff training needs	Principal	September 2012	
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Assessment:

- ✓ The completion of essential set up tasks
- ✓ The impact of better awareness of everyone in school producing more positive opinions
- ✓ Improved academic results and standards

Monitoring and evaluation:

- ✓ To be completed annually by SLT, during the Summer Term
- ✓ Consider views of those on disability register and their parents
- ✓ Governors to be aware of and following guidelines

**ACTION PLAN FOR DISABILITY EQUALITY SCHEME
2013-14**

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Consultations: Collect views of pupils on disability register, and parents through pupil interviews and mailouts.	SENCo	Mid Year	
	Revise new admissions pack to include questions for parents of children with disability	The Principal	April 2014 for new admissions	
	Keep staff updated in terms of information sharing, training and collection of their views as new “building” and facilities are tested during the year.	VP Ops	Ongoing.	
	Discussion with parents and pupils at Parent’s Evenings, IEP reviews, etc.	SENCo, all staff	Ongoing	
	Consideration of collected stakeholders’ views		By July 2014	

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school <i>and particular attention to new social spaces and the supervision/management thereof.</i>	VP Ops	By December 2013	
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	VP OPs	December 2013	

	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	VP Ops	April 2014	
	Commission an overall Masterplan for the development of the building and improvement of its structure	VP Ops	April 2014	

	Activity	Responsible	Timescale	Outcome
Policies and Initiatives	Behaviour Policy Y1 evaluation (SEF) and phase 2 to be developed taking account of new learning/experiences gained.	AP (CG&S)	February 2014	
	Include information and key documents on school website/learning platform	ICT Manager	December 2013 ongoing	
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	Literacy Co.	Ongoing	
	Extend inclusion of aspects of Disability Equality in school assemblies and worship	AP (CG&S)	Ongoing	
	Extend awareness of and positive attitudes towards disability through the curriculum	AP Curriculum	Ongoing	

	Conduct regular audit of the physical environment of the school and make recommendations for any necessary actions	SENCo	Ongoing	
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	SENCo	Ongoing	
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information; Write impact statements	Principal	Annually – by Feb	
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff	SENCo	By end of Autumn Term, 2012, then ongoing as and when necessary	

	Activity	Responsible	Timescale	Outcome
Using Data to develop	Monitor gaps between progress of those with disability/SEN and implement actions to review.	SENCo	January 2014	
	Evaluate data on SIMS to analyse <ul style="list-style-type: none"> ✓ Attendance ✓ Exclusions ✓ Academic Performance 	AP (achievement)	Ongoing	

	Create data mtgs as for all subject areas for micro-populations	AP (achievement)	Ongoing, beginning Spring Term 2013	
	Extend Achievement 4 All into all classroom provision	AP (inclusion)	July 2014	

	Activity	Responsible	Timescale	Outcome
Access to the Curriculum	<ul style="list-style-type: none"> ✓ Remind staff of National Curriculum Inclusion Statement. ✓ Run staff meeting on “Reasonable Adjustments” 	AP (Curriculum)	Annually	
	Share good practice relating to disability issues and data, embed inclusion training into CPF schedules	AP (T&L)	Summer Term 2014	
	Monitoring of teachers’ planning will include careful consideration of differentiation and ‘reasonable adjustments’ made	VP Ops	Termly, from January 2013	
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	Operations Manager/IT Manager	Ongoing linked to ICT provision overhaul	
	Development of T&L team to ensure wider access to learning is provided by all	AP (T&L)	December 2013	
	Development of STAR plan – Supporting Transition, Attainment and Relationships	VP (C4L)	July 2014	
	Review of KS3 curriculum to ensure better facilitation of need and embedded strategies to overcome barriers and fill in the gaps	AP (Curriculum)	July 2014	

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence. From January 2008 this will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	