



The Albion Academy
The best in everyone™
Part of United Learning

Disability Accessibility Plan 2023-2025

The Policy will be reviewed either:

- In May 2025
- When statutory guidance changes.
- When incidents may dictate the need for review.

Policy created/updated by:	Mathew Rogers	May 2023
Policy updates		
Ratification by LGB member:	Jo Egerton	April 2024

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

This duty requires schools to produce an Accessibility Plan that identifies the action the schools intends to take over a three year period to increase access for those with a disability in three key areas, is published and evaluated annually. The three areas include:

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

In addition, the Disability Equality Duty (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This Disability Equality Duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES/Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
- Report on progress, review and revise the DES annually

The Equality Act (2010), paragraph 3 of schedule 10, requires schools to:

- increase the extent to which disabled students can participate in the school's curriculum,
- improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school and improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

At all times the School will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school
- To provide a community for students and prospective students with a disability
- To provide a caring and friendly environment
- To provide resources to cater for the needs of the individual students
- To promote an understanding of disabilities throughout the school and an awareness of the needs of students with a disability

Principles

- Compliance with the DDA is consistent with the school's aims, equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
 - not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled students less favourable/y.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to Confidentiality;
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

All staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Activity

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.

Within the curriculum, the school aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the School will have consideration in planning facilities for: -

- o Wheelchair access
- o Screen magnifier software for the visually impaired
- o Features such as sticky keys and filter keys to aid disabled users in using a keyboard

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream school.

To ensure that the needs of all disabled students and staff are represented within the school. To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested etc.

Action Plan

The Plan will be monitored through the Finance & Premises Committee of the Governors. The plan is of necessity organic and will need adaptation and additions on a regular basis.

Additionally, the School will always endeavour to: -

- Improve availability of written material in alternative forms
- Improve working environment for students with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows
- Additional stationary made available for students with visual stress needs

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g:-

- Equal Opportunities legislation
- Curriculum Policies
- Health & Safety Policies
- Special Educational Needs Policy & Information Report
- Behaviour & Respect Policy
- School Values
- Teaching and Learning Policies within the UL

THE ALBION ACADEMY -SCHOOL ACCESSIBILITY ACTION PLAN

MAY 2023-JULY 2025

	Time	Resources	Responsibility	Monitoring	Target	Outcome
<p>Identify desks in each room that can be raised/lowered to suit</p> <p>Access to overlays/coloured paper for students with dyslexia/Irlens diagnosis.</p>	On-going	Overlays/coloured paper to be ordered.	ICT Co-ord. SENDCo/Deputy SENDCo.	ICT Co-ord. SENDCo/Deputy SENDCo.	Access to curriculum Ensure ICT sessions are accessible for students with disabilities.	SEND students with identified needs to improve quality of learning
<p>Reinforce responsibilities of all teachers eg Consistently check SEND register Read student passports Awareness of ILPs</p> <p>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p>	<p>Passports and ILPs due for completion July 22 <i>(please note that the SEND register is fluid and subject to change)</i></p> <p>Monday briefings throughout the year. Staff CPD.</p>	<p>SEN reg, student profiles, Individual Learning Plans (ILPs) on ClassCharts</p> <p>Use of 'teachers of__' email for high profile SEND students</p> <p>Regular CPD for key strategies for classroom settings.</p>	SENDCo/Deputy SENDCo / Senior Leadership Members	<p>SENDCo/Deputy SENDCo through lesson observations and sampling collaborative planning.</p> <p>Leadership Team</p>	Access to curriculum Create effective learning environments for all utilising feedback from student groups	SEND students with identified needs to improve quality of learning

<p>Access to wider curriculum</p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> • Audit participation in extracurricular activities and identify any barriers • Ensure school activities are accessible to all students • Investigate TA flexibility to cover extra curricular activities if needed • Focus on 'you said – we did' with student voice and feedback 	<p>Autumn Term 2022/23</p>	<p>Training on risk assessments for trips and extra-curricular activities to be provided.</p>	<p>SENDCo/ Deputy SENDCo</p>	<p>Leadership Team Governors</p>	<p>School activities to be accessible to all students.</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> • Analyse impact of Attitude to Learning Policy, School Rules, Anti-Bullying Policy, Education Visits, Homework, Health Provision in relation to students with disabilities. Involve School Council in all reviews. • Consult students and staff on any proposed changes 	<p>Autumn term 2022/23</p>	<p>Leadership Team and SENDCo - time to review policies</p>	<p>Leadership Team and SENDCo</p>	<p>Governors</p>	<p>All policies to consider the implications of disability access.</p>
<p>Attitudes</p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> • Monitor form time Curriculum • Monitor Assembly Programme: widen focus of difference/same theme • Regular items for assemblies linked to SMSC calendar, highlighting achievements of students with disabilities, 	<p>Autumn term 2022/23</p>	<p>Form curriculum assembly presentations</p>	<p>Pastoral Lead SENDCo</p>	<p>Leadership Team and Governors</p>	<p>Positive attitudes towards disability to be promoted.</p>

<p>Information</p> <p>Availability of documents in alternative formats</p>	<ul style="list-style-type: none"> • Large print, multi lingual and audio formats etc as required • Monitor uptake of documents in alternative formats • 	<p>As necessary</p>	<p>Specialist fonts, audio resources, multilingual resources</p>	<p>SENDCo / EAL Team</p>	<p>Leadership Team</p>	<p>Information to be accessible for all students/parents and carers.</p>
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