



ALBANY ACADEMY

ACCESSIBILITY PLAN

DATE OF LATEST UPDATE:	December 2020
REVIEW DATE:	September 2023
POLICY APPROVED BY TRUSTEES ON:	December 2020
POLICY AVAILABLE FOR STAFF AT:	Staff Handbook
POLICY AVAILABLE FOR PARENTS AT:	Website

This is a *community* where everyone is valued, can make a contribution and is empowered to take control of their own destiny.

~ The Albany Way ~

Contents

- 1. Our School**
- 2. Vision Statement**
- 3. Aims and Objectives**
- 4. Current good practice**
- 5. Physical Environment**
- 6. Curriculum**
- 7. Information**
- 8. Access Audit**
- 9. Action Plan**
- 10. Management, coordination and implementation**

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and

- (a) The impairment has a substantial and long-term adverse effect on his or her ability to
- (b) carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Albany Academy the Plan will form part of the School Improvement Plan and will be monitored by the Deputy Head and Estates Manager and each target evaluated by the relevant Governors’ committee. The current Plan will be appended to this document following its publication.

At Albany Academy we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Albany Academy Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with students, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority may monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Albany Academy is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Albany Academy Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a disability, expanding the **curriculum** as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Albany Academy Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010

7) This Accessibility Plan should be read in conjunction with the following

Albany Academy policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Disaster Recovery Plan
- Inclusion and Equal Opportunities Policy
- Health & Safety Policy
- Equality Guidance
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the

works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the LGC.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Maintain access to the curriculum for students with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to students**

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents. For parents of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled students participate in extra-curricular activities. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs. Our school has lifts to provide access to all areas. If necessary we will relocate activities so that all children can participate.

Curriculum

There are areas of the curriculum to which disabled students may have limited access. Some areas of the curriculum present particular challenges, for example: PE for students with a physical impairment, science and technology for students with a visual impairment. Other issues may affect the participation of disabled students, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. We will address needs on an individual basis to support children in accessing the full curriculum.

Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

4. Action Plan

The Action plan will show:

- Clear allocation of lead responsibility;
 - Clear allocation of resources;
 - An indication of expected outcomes or performance criteria;
 - Clear timescales; and
 - A specified date and process for review.

5. Access Audit

The academy is a building with two levels detached Music, Art, Drama, also detached is the Science block and has several access points from outside. There are double fire door to the buildings making access for wheelchairs possible and there are lifts located in all buildings making access to the upper floors accessible which can accommodate a large wheelchair and is maintained on a regular basis. A number of staff are trained in the operation of the 'Evacuation Chair Training lifts'. Training is reviewed annually.

On-site car parking: 3 car parks, for staff includes a dedicated disabled parking bay which is available for visitors. The main entrance features a secure lobby and has been fitted with a push

button electrically operated external door and a low reception hatch, both of these being fully accessible to wheelchair users. There are accessible toilet facilities available in every area of the school.

The academy has internal emergency signage and escape routes are clearly marked, this includes signage which indicates which escape routes are appropriate for wheelchair users.

6. Management, coordination and implementation

- We will consult with experts when new situations regarding students with disabilities are experienced.

Aim 1 To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with providers to review potential intake each year	To identify students who may need additional to or different from provision each year	July each year	HT Estates Mgr	Procedures/equipment / ideas set in place by Sept each year
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All Faculty leaders Estates Mgr	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for student's on going health needs.	To ensure collaboration between all key personnel	Ongoing	HT	Clear collaborative working approach

	To ensure full access to the curriculum for all children.	<p>Outside Play visits; A differentiated curriculum with alternatives offered.</p> <ul style="list-style-type: none"> • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	Teachers SENCO Ed Psych	<p>Advice taken and strategies evident in classroom practice.</p> <p>ASD children supported and accessing curriculum.</p>
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN students.	<p>SENCO/Class teacher meetings/Student progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	Class teachers SENCO	<p>Progress made towards IEP targets</p> <p>Provision mapping shows clear steps and progress made</p>
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Giving alternatives to enable disabled students to participate 	Ongoing	Deputy Head Teacher to lead. Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled students, parents and staff are</p>

		<p>successfully in lessons within the mainstream school.</p> <ul style="list-style-type: none"> • Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people. 			represented within the school.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	Governors	All children making good progress.
	To deliver findings to the Governing Body	LGC	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	<p>Reorganisation / Refurbishment of school /Utilisation of rooms.</p> <p>The school will take account the needs of students, staff 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, and colour schemes, and more accessible facilities and fittings.</p> <p>Sling fitted to hoist for a specific student</p>	Ongoing	<p>SLT</p> <p>SENCo</p> <p>Assistant SENCo</p>	Creation of specific areas
	Ensure visually stimulating environment for all children	<p>Colourful, lively displays in classrooms and inviting role play areas.</p>	Ongoing	Teaching and support staff	Lively and inviting environment maintained.

	<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential student information questionnaire about parent access needs and ensure they are met in all events. 	<p>With immediate effect, to be constantly reviewed</p>	<p>SENCo</p>	<p>Enabling needs to be met where possible.</p>
	<p>To ensure that the medical needs of all students are met fully within the capability of the school.</p>	<p>By designating a member of staff as Medical Needs lead. To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>With immediate effect to be constantly reviewed</p>	<p>Assistant SENCo Estates Mgr</p>	

	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To continue to improve school grounds	Plan improvements to grounds	Ongoing	Head Teacher Estates Mgr	Outside area more inviting.

	To improve community links	School to continue to have strong links with schools authority and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community and the world and their needs Improved community cohesion
	To make the school playing field area more accessible and user friendly for students with mobility, sensory and social difficulties	Create grounds action plan	Ongoing	HT Estates Manager	To have painted play ground to enable students to fully participate in games. Access for all to school facilities.

LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Continue to develop interactive playgrounds and facilities – quiet area	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.

	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages, letters	Ongoing	SLT	No accidents
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Aim 3: To improve the delivery of information to disabled students and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for students, parents and visitors.	<ul style="list-style-type: none"> Raising awareness of font size and page layouts will support students with visual impairments. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	SLT Teaching staff	

		<ul style="list-style-type: none"> • Use of videos on school website to share information. 			
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • Annual reviews • Parents evenings • IEP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – high risk register circulated to all staff 	Annually	<p>Class teachers</p> <p>TAs</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p> <p>SENCo</p> <p>Assistant SENCo</p>	Each teacher/staff member aware of disabilities of children in their classes
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria

	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	<p>SLT</p> <p>SENCo</p> <p>Assistant SENCo</p>	<p>Effective communication of information about disabilities throughout school.</p>
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