



Accessibility Plan 2015 -18

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Introduction

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

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

The plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ✓ To increase the extent to which disabled pupils can participate in the school curriculum
- ✓ To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- ✓ Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Disability and Crawshaw Academy

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' - the DDA definition of disability

Our Vision, Our Values, Our 7 Guiding Principles refer to all our students

Our Vision -

- ✓ Redefining the future for people and place through working in partnership towards a shared vision that places students' learning, environments and local communities at the centre of our approach. Together we can transform learning and life chances to ensure every single student is given the opportunity to succeed and change the future, our future.

Our Values -

- ✓ Taking pride in what we do - All our work and activities undertaken with care and done to the best of our abilities.
- ✓ Doing the right thing - Making a positive difference in all we do and with all whom we meet.
- ✓ Everyone has a voice - Listening and encouraging integrity and openness. We value all people and their views and we treat people as we, ourselves would want to be treated - with respect.
- ✓ Bringing better to life - Believing we can all do better through asking questions, thinking differently, seeking innovative solutions and creating ideas that add value

Our 7 Guiding Principles -

- ✓ Our schools at the heart of their communities - Providing outstanding opportunities for everyone associated with our Academies and delivering a lasting legacy for each individual, their families and their communities.
- ✓ Inclusivity first - Accepting students of all abilities and backgrounds. Reducing disadvantage in our community by closing the gap through inspirational teaching and outstanding enrichment opportunities for all students regardless of ability, social background and cultural diversity.
- ✓ Fulfilling everyone's potential - Helping all our students realise their full potential by raising aspirations, boosting self-esteem and growing the confidence to aim high and achieve well.
- ✓ Employability as a core - Developing work ready students with the skills, knowledge, expertise and character aligned to the needs of employers in a global world, which will prepare them for future success in further and higher education as well as employment.
- ✓ Equipped to be positive citizens - Developing active citizens with a sense of moral purpose who will contribute positively to their local community, wider society and by leading successful economically independent lives
- ✓ Meeting the need for local skills. -Improve wellbeing in the local Community by delivering the vocational and academic skills needs required to ensure that individuals and cohesive local communities thrive
- ✓ The first choice for parents - Improving the learning and well-being of all children in the Community by actively supporting our learners families

All students will:

- ✓ Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- ✓ Be entitled to have an emerging or evident special educational need identified and assessed.
- ✓ Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.
- ✓ Receive a balanced curriculum in both content and style of delivery, which allow them to make informed choices as they progress beyond the Academy.
- ✓ Be encouraged to achieve their full potential, whatever their abilities.
- ✓ Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- ✓ Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.
- ✓ Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

Our Objectives At Crawshaw Academy we are committed to building a cohesive school community in which we:

- ✓ Tackle all types of discrimination
- ✓ Celebrate the diversity of our school and the wider world
- ✓ Promote equality of opportunity and outcome
- ✓ Build good relationships between all groups of people
- ✓ Contribute to the cohesion of the local community and wider society
- ✓ Meet our statutory duties under the SEN and Disability Act 2010

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of TLSP process.	On-going	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
School staff are better aware of access issues	Provide information and training on disability equality for all staff.	On-going	Principal/local governing board	Raised confidence of staff and governors in commitment to meet access needs.
All building work has considered accessibility guidance.	Share accessibility plan with relevant personnel and contractors.	On-going	SLT/local governing board	On-going improvements in access to all areas when undertaking routine and maintenance works.
Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities	Sept 15	J Priestley A Broughton SENCO	All disabled children and staff working with them are safe and confident in event of fire.
Ensure all fire escape routes are suitable for all	Request advice from Interserve Health and Safety Adviser on accessibility of exit routes and fire doors	Sept 15	J Priestley A Broughton SENCO	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
Improve provision for students with hearing impairment - sound loop	Investigate funding options	Long term	Principal and Governors	Students with hearing impairments able to use sound loop systems

systems in theatre and some classrooms				
Ensure that students with physical disabilities are able to enter the school buildings at all times throughout the school day	Provide students with electronic keys	July 15	SENCO Student Services	Students able to enter school buildings throughout the school day.
Ensure that students with physical disabilities can access equipment / facilities in specialist teaching room	Ensure art, science, technology have rise / fall tables or equivalent	On-going	SENCO, specialist staff	Students able to access equipment / facilities in specialist rooms
Investigate / develop systems to allow students with visual impairment to navigate around the school.	Investigate options and costing's	On-going	Site team	Able to plan for the future
Continue to develop and advertise quiet, safe areas + support for anxious students and students with mental disabilities	Canvas student population, student voice	On-going	SENCO, Year Leaders	Respond to student need
Improve provision for students with medical needs.	Canvas student population, student voice	On-going	First Aid Team SENCO, Year Leaders	Respond to student need
Secure funding for a lift to upper floors in tower block	Investigate funding options	Long term	Principal and Governors	Access to upper floors for all.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Increase confidence of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access. Plan training schedule to meet the need of the staff	On-going due to staff turnover and arrival of new students	Leadership Team SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation
Ensure TAs have access to specific training on disability issues	Use staff audit to identify TA training needs and inform Professional Development process	On-going due to staff turnover and arrival of new students	SENCO	Raised confidence of TAs as above.
Ensure all staff are aware of disabled children's curriculum access	Dissemination of information via individual pupil portraits	On-going - regular reviews testing for fitness for purpose	SENCO	All staff aware of individual pupils' access needs.
Ensure all staff are aware of resources available for specific pupils	Pupil Specific training/information sessions	On-going due to staff turnover and arrival of new students	SENCO SENCO	Ensuring all staff are aware of the availability.

Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible	on-going	Principal/EVC	All children in school able to access all school trips and take part in range of activities
Develop consistent approach to differentiation and alternative recording in school	Continue to model good practice and evolve as needed.	On-going	Leadership Team SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording

Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to ensure it is accessible	Review all letters home to check reading age/Plain English Produce newsletter in alternative formats e.g. large print, Braille	Dec 15	Admin Team Leadership Team SENCO	All parents getting information in format that they can access e.g. tape, large print, Braille.
Ensure all staff are aware of guidance on accessible formats	Distribute guidance on good practice in accessible formats and Editorial guidelines. Provide guidance to staff on dyslexia and accessible information	Dec 15	SENCO	Staff start to produce routine information to children in more accessible ways.
Inclusive discussion of access to information in	Ask parents/carers and children about access to information and	Dec 14	SENCO	Staff more aware of pupil's preferred methods of communication.

all annual reviews for EHCPs	preferred formats in all reviews Develop strategies IEPs to meet needs			
Produce accessible leaflet and increase support for parents of disabled children	Work with parents of disabled children to produce an accessible SEND leaflet for the school.		SENCO Student Support Manager TA team	Increased confidence of parents of disabled children and those with SEND to support their children's education.