

Ark Elvin Academy

Accessibility Plan



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Introduction

This plan identifies the on-going actions of the Governing Body of Ark Elvin Academy to increase access to education for pupils in the following three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the Academy 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.

Vision and Values

Ark Elvin Academy is committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best taking into account their education, physical, sensory, social, spiritual, emotional and cultural needs. Ark Elvin Academy aspires to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth of the opportunities we provide. Ark Elvin Academy is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion within our school.

Definition of Disability, as amended by the Equality Act 2010

A person is a disabled person if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'. There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

- Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
- HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
- Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met.
- People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
- Mental impairment includes conditions such as dyslexia and autism as well as learning disabilities such as Down's syndrome and mental health conditions such as depression and schizophrenia.

The other tests to apply to decide if someone has the protected characteristic of disability are:

- Whether the effect of the impairment is to make it more difficult and/or time-consuming for a person to carry out an activity compared to someone who does not have the impairment, and this causes more than minor or trivial inconvenience
- If the activities that are made more difficult are 'normal day-to-day activities' at work or at home
- Whether the condition has this impact without taking into account the effect of any medication the person is taking or any aids or assistance or adaptations they have, like a wheelchair, walking stick, assistance dog or special software on their computer. The exception to this is the wearing of glasses or contact lenses where it is the effect while the person is wearing the glasses or contact lenses, which is taken into account.

For example:

Someone who has ADHD might be considered to have a disability even if their medication controls their condition so well that they rarely experience any symptoms, if without the medication the ADHD would have long-term adverse effects. Progressive conditions and those with fluctuating or recurring effects are included, such as depression, provided they meet the test of having a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

Definition of Special Education Needs

- A child or young person has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- A child or young person has a learning difficulty if they have significantly greater difficulty in learning than the majority of children and young people of the same age.
- Many, although not all, disabled children will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.
- Children or young people must not be regarded as having a learning difficulty solely because the language or form of language in their home is different from the language in which they will be taught.

Key Objectives

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their counterparts in mainstream schools. In order to ensure that the educational services it provides effectively meet the needs of disabled pupils the school will:

- Inform all staff of this access policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school
- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum and maintaining the health and safety of the pupils at all times
- Provide appropriate training for staff which will explain the school access policy and ensure the effective implementation and monitoring of it
- Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled pupils
- Consult with disabled pupils, parents, staff and disability organisations
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action
- Monitor the implementation and effectiveness of this plan on a regular basis
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance
- Ensure that information about the Accessibility Plan is published on the Schools website.

Access to Non-Educational Services within Educational Buildings

Ark Elvin Academy also considers the accessibility of the school for people that do not always work here. This may include activities such as:

- Governors meetings;
- Services offered to parents, such as meetings to present the annual report, admission and exclusion hearings where an appeal is by the parents;
- Leisure time activities for children or adults without any element of educational development;

The Physical Environment

Ark Elvin Academy was built in 2008, its buildings are all DDA compliant with accessibility for all users, having space in which people can easily move, interact and use the physical features. Employees are part of the school, both in terms of their own interaction with pupils and parents, and also the ease with which they work within their physical environment.

Not all areas around the school are on one level. Lifts within the main buildings (C-block and Pentagon) and outside ramps and handrails are provided for use by wheelchair and ambulant users. Lifts are used by pupils and staff with other defined disabilities. The school has an accessible entrance foyer with automatic doors in the Pentagon building. There is access to seating in the reception foyer and a disabled toilet. This part of the building and adjoining classrooms are all on one level and accessible to all. The Upper Hall and classrooms on the first floor is accessible via a platform lift and a staircase.

- There are water fountains on all floors and at intervals between classrooms for easy access
- Signage around the school adheres to current Health and Safety regulations
- Lighting is suitable for purpose in all rooms with blinds in most rooms to allow for adjustable lighting
- The school is aware of the affect that noises e.g. lights buzzing, can affect the ability of the children to work and concentrate. This is kept to a minimum and the premises staff undertake repairs as soon as possible
- The evacuation procedures are displayed around the school and there is a fire drill every term. There is a high staff to pupil ratio to meet the needs of pupils with disabilities under an emergency evacuation
- Accessible toilets have emergency call alarms activated by cords in case of any problem
- There are wide access doors from the corridor into all classrooms
- There is a schedule of regular evaluation of the school site for accessibility
- The premises team monitors the general internal condition of the school on a daily basis, also monitoring Health and Safety issues and completing statutory building checks. The school staff note any maintenance items via request to the GA-premises e-mail address. These requests are attended to promptly Contractors are brought in for issues not within the remit of the premises team.

Access to the Curriculum

Ark Elvin Academy offers a broad and balanced curriculum for all pupils and provides additional specialist provision to enable all pupils with learning difficulties to access the curriculum and aid their educational development. The teaching environment / facilities include:

- Teachers and learning support staff have the necessary training to teach and support disabled pupils through regular INSET days, individual courses and network training days
- Staff work closely with colleagues from the Special Educational Needs Team to ensure that pupils are enabled to access all curriculum opportunities, have appropriate means of communication and to devise and review targets for inclusion on pupils' profiles and support plans.
- Individual targets are set to allow all pupils to achieve to the best of their ability in all lessons.
- All pupils take part in music, drama and physical activities as part of the access to the curriculum
- Staff recognise and allow for the additional time required by our pupils to use equipment in practical sessions
- School visits are accessible to all pupils irrespective of attainment or impairment
- There are high expectations of all pupils
- Staff constantly seek to remove all barriers to learning and participation.

Flexibility of Teaching

Ark Elvin Academy teachers and support staff are flexible enough to adapt their teaching approaches to enable our pupils to learn effectively in their classrooms.

- Staff present work in many different ways using a variety of equipment. Work can be carried out individually, in small groups or the whole class group
- Staff enable the pupils to show their interest, knowledge and skills despite their difficulties e.g communication through visual or kinaesthetic means
- Visual timetables are given where appropriate to ensure pupils are aware of the routines required throughout the day
- Reward systems are in place to support the children with positive strategies
- Detailed pupil information is given to all relevant staff to help with planning lessons
- Specific resources are used to differentiate the curriculum to enable all pupils to feel secure and make progress
- Special considerations are in place for pupils taking part in tests e.g. rest breaks, adult readers, oral language modifiers and scribes are provided.

Arranging the Classroom

Each classroom is set out to provide the most positive environment to work in, to ensure the pupil learns effectively.

- Classrooms have sufficient space for all the children and young people
- Toilet facilities are available close to each classroom. Signage is in place to signpost users of all abilities to the facilities
- A variety of resources are used to ensure that the pupil learns effectively

APPENDIX USEFUL WEBSITES

<https://load2learn.org.uk/>

<http://www.specialdirect.com/>

<http://www.cenmac.com/>

Objectives	Actions	Outcomes	Who	By when
Increasing the extent to which disabled pupils can participate in the school curriculum				
To increase staff awareness of how to ensure disabled pupils can access the curriculum	<ul style="list-style-type: none"> • SENCo to circulate pupil profiles with relevant information and strategies on • Staff to be responsible for implementing strategies and seeking advice when these do not work • Relevant external agencies to deliver CPD to whole staff • SENCo to liaise with heads of practical subjects to complete needs analysis to inform curriculum and policy review in relation to disabled pupils 	<ul style="list-style-type: none"> • All pupil profiles will be updated • Pupil profiles will be utilised by all teaching staff and relevant strategies implemented resulting in improved outcomes for disabled pupils • External agencies to have delivered whole school training • Areas for improvement in curriculum and policy have been identified 	AMA All staff External agencies/ AMA/ JDE AMA/ HoD/ KBO	September 2016 Autumn 2016 Autumn 2016 January 2017
Improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services				
To review safety procedures for pupils with disability	<ul style="list-style-type: none"> • To write personal evacuation plans for pupils with both long term and temporary disabilities • Leadership team to review wider access policy <ul style="list-style-type: none"> ▪ Parents ▪ Visitors ▪ Supply and permanent staff • Carefully consider signage for the new build • To review signage for evacuation procedures 	<ul style="list-style-type: none"> • All relevant pupils to have a personal evacuation plan • Action plan for improvement to be in place <ul style="list-style-type: none"> ▪ For signage to have been reviewed and all staff to be aware of procedures 	AMA/ HoL Leadership team KBO	Summer 2016/ on-going Autumn 2016 Autumn 2016
Improving access to newsletters and information				
<ul style="list-style-type: none"> ▪ To improve the availability of documents in alternative formats 	<ul style="list-style-type: none"> ▪ Large prints and audio formats to be available as required ▪ Monitor uptake of documents in alternative formats 	<ul style="list-style-type: none"> ▪ That alternative formats are available 	Lead organiser of the information	On-going

	<ul style="list-style-type: none">▪ Review accessibility of newsletter and letters for parents▪ Independent learning information available as information sheets in alternative formats as appropriate			
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