

# **AXE VALLEY ACADEMY**

## **POLICY**



## **Accessibility Plan**

***January 2019-December 2022***

***Updated: January 2019***

## **Introduction**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

## **Vision and Values**

Axe Valley Academy has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life. The Academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access Axe Valley Academy aims to:

- Improve the achievement of pupils
- Improve the quality of teaching and learning (including behaviour and safety of pupils)
- Improve the quality of leadership and management

## **Accessibility Strategy**

This statement sets out the ways in which Axe Valley Academy provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to
- perform their day-to-day activities (Equality Act 2010)

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access
- Information for Students and Parents

## **Monitoring and Review**

This policy and the accompanying plans will be reviewed on a bi-annual basis

## **Other Relevant Policies**

This accessibility Plan links with other policies to inform the whole trust's approach to improving accessibility. These policies include:

Health & Safety Policy

Data Protection Policy

Freedom of Information Publication Scheme

Complaints Policy

Supporting pupils with medical conditions

SEN Policy

Exams Policy

## Accessibility Plan 2019 – 2022 Axe Valley Academy

### Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables below sets out how the school will achieve these aims.

### Increase access to the curriculum for pupils with a disability

#### Current Good Practice

- Daily briefing between Learning Support staff to share information
- Highly skilled team of TAs
- Class Charts to inform staff of student disability
- Medical Care Plans to inform staff of student disability
- Visual timetables
- Excellent communication between outside agencies eg Educational Psychologists, hearing impaired/Visual impairment/ICT/ ASC service and C and I team
- Excellent provision of resources:-
  - Laptops for pupils with specific learning difficulties Dragon Naturally Speaking
  - Coloured overlays for students
  - Low level reading books
  - Enlarged worksheets/text books for Visual Impairment students
  - Reading books with cream paper Read, Write, Gold
  - Reading Pens
- Access arrangements:-
  - Reader, Scribes Enlarged papers Modified papers Extra time Laptops
  - Separate venues
  - All as per JCQ Exam guidelines
- Students with SEN make progress
- Provide early and effective literacy and numeracy intervention in KS3
- Academic intervention KS4
- Safe haven at lunch/breaktime provided
- Homework club at lunchtime and after school (late bus provided)

- Speech and Language programme within school
- The Hub Manager member of the Devon Dyslexia network group
- Trained TAs to 'tube feed' student with Oesophageal atresia
- Alternative curriculum e.g. Farm

Action Plan

<b>Objectives</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
Teaching Assistant trained in ELSA	Teaching Assistant to undertake specialist training	July 2020	Intervention groups
Teacher trained as Dyslexia Specialist	Teacher to take specialist dyslexia qualification	July 2020	Raise awareness of Dyslexia

**Improve and maintain access to the physical environment**

Current Good Practice

- Lifts installed to all multiple floor buildings
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting health & safety and site accessibility are known by all relative staff
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff
- Accessible toilets

Action Plan

<b>Objectives</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
To ensure level access to social spaces	Level surface laid in quad area	When funding permits	Access to social spaces
Improve signage across the site	Signage in place	Ongoing	Improved signage across the site

## **Improve the delivery of written information to pupils**

### Current Good Practice

- Class Charts to inform staff of students needs
- Tactile graph paper available (Maths dept)
- TA in class to support differentiation
- Large font worksheets/text books

### Action Plan

<b>Objectives</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
Differentiation	Improved differentiation within mainstream lessons	2019	Improved accessibility to lesson. Reduced reliability on TA
Differentiation of Homework	Teachers to place homework they have set on to Class Charts for parents to access	2019	Parents and students will understand homework set