



Accessibility Policy and Plan

Introduction

This policy and plan is drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. This has placed three key duties on schools, which are: -

- *not to treat disabled students, staff and visitors less favourably for a reason related to their disability*
- *to make reasonable adjustments for disabled students, staff and visitors, so that they are not at a substantial disadvantage*
- *plan to increase access for disabled students, staff and visitors*

The Policy

Definition of Disability

Disability is defined within the Equality Act 2010:

"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."

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The Equality Act specifies that an Accessibility Plan should make provision for: -

- *increasing the extent to which disabled students can participate in the Academy curriculum*
- *improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services*
- *Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents/carers about their preferred means of communication*

Principles

The Academy recognises its duty to:

- Ensure that compliance with the Equality Act is consistent with the Academy's commitment to Equality Policy; the operation of its SEN policy and any other Academy policy that has a focus and impact on its disabled students, staff and parents/carers.
- Not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services.
- Not treat disabled students, staff and parents/carers less favourably.
- Take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage.
- Publish an Accessibility Plan (detailed herein as follows).

The Accessibility Plan

The plan is detailed – (see Appendix A) and summarised below

- The Academy recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality.
- The Academy provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual, promoting the development of a more inclusive curriculum:
 - o Setting suitable learning challenges
 - o Responding to students' diverse learning needs
 - o Overcoming potential barriers to learning and assessment for individuals and groups of students.
 - o Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities which the Academy already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The Academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The Academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis. Reasonable adjustments and special considerations are taken into account for all disabled students when it comes to assessments and exams (N.B. see Parmiter's

Examination Policy and Accessibility and Disability Policy in relation to examinations).

b) Physical environment

The Academy has in place partial disabled access to its facilities and has ensured that such access has been improved in its recent development of additional teaching spaces. A plan of disabled access can be found on Appendix B. Access is also in place to all external parts of the Academy's site. The Academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the Academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

c) Provision of information

Internet browsers allow accessibility tools to be applied on the school website

Policy Review

This policy has been adopted by the Academy Trust and is approved every three years in accordance with the Equality Act by the full Academy Trust unless a significant change requires agreement outside of this timescale. In the meantime, it is reviewed as necessary by the owner of the policy and the headmaster, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Academy Trust.

Parmiter's School – Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with our school SEND Department and was approved by the Academy Trust of the Academy and covers the period from February 2021 to February 2024.

2. At Parmiter's School, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Parmiter's School is provided for in terms of enabling accessibility of provision for all students, staff and visitors to the Academy, though will continually strive to ensure this is both prioritised and taken into account when considering future developments. The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Incorporate reference to accessibility within **curriculum planning** documents and within Schemes of Work.
- Improve and maintain the **physical environment** of the school including facilities provided within the classroom;
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities.

4. Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted every three years unless a significant change is required. New Plans will be drawn up for the following three-year period, 2021-2024

5. It is acknowledged that there will be need for on-going awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.

6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality

School Policy\Accessibility

Last Reviewed: February 2021
Next Review: February 2024
Mr Redmond

- Health & Safety
- SEN
- Behaviour
- Child Protection & Safeguarding
- Anti Bullying

7. The Action Plan for physical accessibility may include works that the Academy is unable to undertake during the life of this Accessibility Plan through funding caution and/or identification of other Academy funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, the Academy will look to make reasonable adjustments short of the full works if this is deemed possible. The audit will need to be revisited prior to the end of this three- year plan period in order to inform the development of the new Plan for 2021-2024

8. As all relevant policies are reviewed, staff are required to consider equality & diversity issues in line with the school's Equality Policy.

9. The Academy will be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 12 each year as well as in-year entrants where accessibility issues may arise.

10. The Plan will be monitored through the Community Committee.

Appendix A

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>The SENCO rationalise the use of TA's within department to support inclusion.</p> <p>Exam access arrangements are in place to support students.</p> <p>Parmiter's offer a broad curriculum for all students. Staff differentiate lessons to enable access.</p> <p>Curriculum progress is tracked for all students, including those with disability.</p> <p>Curriculum resources through Personnel Development, include examples of people with disabilities and positive role-models are provided through assemblies, guest speakers and discussion material</p> <p>The curriculum is regularly reviewed to ensure it meets the needs of all</p>	<p>Maximise use of TAs inside and outside the classroom</p> <p>Ensure access to public examinations</p> <p>Enable access to a broad curriculum through lesson differentiation.</p>	<p>Review TA support regularly following a graduated approach inline with SEN Code of Practice.</p> <p>SLT and HOD will ensure curriculum resources provide positive examples for all students</p> <p>Continue to track and monitor progress of students with additional needs</p>	<p>SENCO</p> <p>Exams Officer</p> <p>Curriculum Leaders</p>	<p>Ongoing</p>	<p>All students able to access public examinations</p> <p>All students able to access broad curriculum</p> <p>Effective intervention in place to support progress of students with additional needs.</p>

	students.					
Improve and maintain access to the physical environment	<p>Adjustments have been made where possible to ensure that the environment is adapted to the needs of students, staff and parents. This includes</p> <ul style="list-style-type: none"> ● Improve slope/ramp access to Department buildings ● Renew the concrete walkway areas on site ● Remove gym steps ● Ramp outside Cafe 6 ● Yellow lines on the steps ● Hand rails ● Keeping corridors and exits clear ● Disabled parking bays ● Three disabled toilets ● Renew and develop adaptations to assist visually impaired students. <p>When students with disabilities join the school, the SENCO and SEN Team are responsible for the following:</p> <ul style="list-style-type: none"> ● Teachers and pastoral staff are aware of the information on the SEN register and understand how to support the student. 	<p><u>Short term objectives</u></p> <p>Repair and maintain Existing fixtures, floor markings.</p> <p>Ensure that staff are aware of the measures that can be employed for students.</p> <p>SEN Dept will ensure that information on reports are shared with relevant teachers. Ensure that a risk assessment is carried out as soon as possible for staff and students with a disability or medical condition as necessary.</p> <p><u>Medium term objectives</u></p>	<p>Site manager will regularly monitor the physical accessibility of the site and under take repairs and improvements where necessary.</p> <p>Health and Safety issues are identified and addressed on a continuous basis by a range of people within school-including H&S Manager, support staff, teachers, the Site manager and Estates Team</p>	<p>Site Manager & SLT</p> <p>SENCO (information sharing)</p> <p>Line manager</p> <p>Head Teacher (major works)</p>	Ongoing	<p>The site adjustments are maintained and fitfor purpose.</p> <p>Risk assessments in place for staff and students with medical conditions where appropriate .</p> <p>That new buildings and major works to areas of the school are planned in order to improve access to the physical environment.</p>

	<ul style="list-style-type: none"> • Work with other professional agencies (e.g. to support the work of the school to integrate specific students within mainstream classes. • Contact the Site manager and SLT to highlight any reasonable adjustments which need to be made to the physical environment <p>When a member of staff with disabilities joins the school their line manager will carry out an initial risk assessment and involve HCC for a full risk assessment</p>	<p>Make sure that concrete walkway areas are even and prevent accidents</p> <p>To ensure an annual accessibility audit is undertaken and reported to the governing body in Summer term.</p> <p><u>Long term objectives</u></p> <p>To consider when undertaking major works to the school site the impact on students with disabilities and ways to improve and maintain access to the physical environment as part of these works.</p>				
<p>Improve the delivery of information to students with a disability</p>	<p>Use resources tailored to the needs of students who require support to access the curriculum</p> <ul style="list-style-type: none"> • Develop electronic display boards in school • All SEN information is available • Seek parental feedback through one 	<p><u>Short Term</u></p> <p>Homework tasks available on Google Classroom</p> <p>Ensure teachers are regularly using communication strategies</p>	<p>HOD regularly check that all teachers make homework available on Google classroom</p>	<p>SENCO (tailored resources)</p>	<p>Ongoing</p>	<p>Parents request information in different formats</p> <p>Teachers demonstrate in</p>

	<p>annual focus group for EHCP</p> <ul style="list-style-type: none"> ● Magnifying overlays for computer screens and paper ● Large print resources ● Department to address issues identified to improve accessibility. ● Promote inclusion through curriculum delivery, in particular Study Skills,/Liberal Studies and assemblies <p>Senco and SEN team inform staff of specific student difficulties and give strategies to address them.</p> <p>Teachers are asked to take responsibility for understanding the needs of students with a disability and to use the data information provided.</p>	<p>recommended by SEN team.</p> <p><u>Medium Term</u></p> <p>Building good relationships with families of PP and CLA students to increase participation in extracurricular activities.</p> <p>Track information about participation of disadvantaged and students with disabilities in extra curricular events.</p> <p>2021 switched to Google classroom</p>				<p>lesson observations their understanding of student difficulties</p> <p>Understand participation amongst PP,CLA and students with disabilities from data collected to use this information to plan wider participation long term.</p>
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