



# Accessibility Policy

Review Cycle: 2 Years – Summer Term

Review By: Leadership Team, Finance & Audit Sub-Committee

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## **Vision and Values**

Alcester 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 academy 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, Alcester Academy aims to:

1. Set suitable learning challenges
2. Respond to students diverse needs
3. Overcome potential barriers to learning and assessment for individuals and groups of students.

## **Accessibility Strategy**

This statement sets out the ways in which Alcester 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 normal day-to-day activities (Equality Act 2010)

The Academy will make every endeavour to:

Increase the extent to which disabled pupils can participate in the school's curriculum

Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided by the school and,

Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. (Paragraph 3 of schedule 10, Equality Act 2010)

Accessibility is addressed under the six headings below.

### **Admissions**

### **Access to Buildings and Classrooms**

### **Curriculum Access**

### **Informal Curriculum**

### **Information for Students and Parents**

### **Access Plan or Personal Emergency Evacuation Plan**

## **Admissions**

The Governors of Alcester Academy support the Special Educational Needs and Disability Code 2014. The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided.

## **Access to the Physical Environment (Buildings and Classrooms)**

The following areas have full access with exceptions noted:

Food Technology	This classroom can be accessed by the lift available in this teaching building.
Hall	There is a lift adjacent to main reception that can be used for students to access the main hall. Alternatively, there is a lift outside T4 that can support students with access to the Hall. In the case of an evacuation, a wheel chair can access the main assembly point on the same level.

Art / English / Maths Classrooms	There is a lift adjacent to the Art corridor that can be accessed by students requiring these areas of academy. In the case of an evacuation, a wheel chair can access the main assembly point on the same level using the main student exit doors.
Car Parking	There is a disabled car parking zone reserved at all times within the main staff car park.
ICT and Science Rooms	Can be accessed on one level via the entrance opposite the Music block.
Science	The lift outside T4 can support students with a direct route to the Science and ICT rooms (accompanied by an adult).
Gym and Changing Facilities	Can be accessed on one level.
Disabled Changing Facilities	There are student changing facilities opposite Hub 1.
LSU	Can be accessed on one level. First Aid provision can be accessed in the LSU.
Toilets	General toilet provision for students can be accessed on any one single level. For staff requiring accessibility, the toilets adjacent to the LRC can be accessed. Two disabled toilets exist on site. One is associated with the student changing facilities opposite the SEND office and the other in the lobby area outside classroom S5.
LRC provision	This facility can be accessed via the entrance by classroom L2 .

### **Evacuation Procedure**

The academy's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents / carers and will be in student's SEND file and High Need Information. Students who may find emergency evacuation difficult will usually have a support assistant with them or in their class. A PEEP (Personal Emergency Evacuation Plan) will be drawn up for students with additional needs / disabilities which is retained by the Site Manager.

### **Curriculum Access: Teaching, Learning and Assessment**

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. For example, at KS4, individualised programmes of study are implemented for selected high need students. (based on their emotional needs and/or their attainment levels being below GCSE grade 1). Where appropriate, and in agreement with the Head teacher, students may work outside of their key stage or be disapplied from areas of the curriculum.

Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Pupil Profiles (formerly Individual Education Plans) will address this issue and are kept under regular review. This information is available to all staff from the SEND (Special Educational Needs and Disabilities) area of the academy's intranet and is copied to all staff at the start of the academic year.

Advice and support, where appropriate, will be sought from the appropriate external agencies. Support can be provided in a variety of formats through the academy's graduated response intervention strategy in line with the SEN Code of Practice and the wave model of intervention.

The academy's ICT network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. Electronic copies of texts and enlarged print can support learners with significant visual impairment. These will be provided by the academy. Claro software is now available throughout the Academy for all computers and laptops to support students with visual impairment, dyslexia or reading difficulties as

well as a number of Scan pens. See the SEN Information Report for further details via the academy website.

In constructing the academy timetable, the academy will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used, can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the SENCO, the academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment such as those associated with National Test or National Qualifications.

### **Informal Curriculum**

Students at Alcester Academy have always been able to participate fully in a wide range of extra-curricular activities offered, consistent with the limitations imposed by any disability.

This has included:

- Outdoor Education
- Sports
- School Drama Production
- Music
- Clubs and activities
- Excursions and trips

Arrangements for recreation and other aspects of a student's social development are incorporated into their SEND information. The suitability of any event and the need for additional support can be discussed fully with the parents in advance.

### **Information for Students and Parents**

Parents/Carers are routinely involved in reviewing provision for the child. The child will also be involved. (*See SEND Policy*)

Large print format materials can be made available. The services of a language interpreter and a sign language interpreter can be investigated via the academy if necessary. If either student or parents/carers have difficulty accessing information normally provided in writing by the academy, such as worksheets, homework or newsletters, then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality Information and Objectives

**Signed:** \_\_\_\_\_ Chair of Governors

**Signed:** \_\_\_\_\_ Headteacher

**Date:** \_\_\_\_\_

(Ratified by the Full Governing Body on 2<sup>nd</sup> February 2021)