

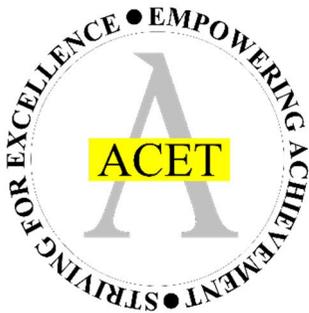


# Swinton Academy

# ACCESSIBILITY

# PLAN

<b>PHASE</b>	<b>SECONDARY</b>
<b>POLICY LEAD</b>	<b>CHERYL BARQUERO ACET LEAD FOR INCLUSION</b>
<b>DATE OF APPROVAL BY TRUSTEES</b>	<b>Dec 2023</b>
<b>DATE OF RECEIPT BY LOCAL GOVERNING BODY</b>	<b>Dec 2023</b>
<b>FREQUENCY DATE</b>	<b>3-year cycle</b>
<b>NEXT REVIEW DATE</b>	<b>Dec 2026</b>



## **SWINTON ACADEMY ACCESSIBILITY PLAN**

### **3-year period covered by the plan: 2023-2026**

Aston Community Education Trust and Swinton Academy is committed to providing a fully accessible environment which values and includes all pupils/students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### **Definition of Disability (Equality Act 2010)**

In the act 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
- For the purposes of the Act, these words have the following meanings:
  - 'substantial' means more than minor or trivial
  - 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
  - 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

### Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.

### **Conditions that are specifically excluded:**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

Aston Community Education Trust (ACET) and Swinton Academy plans, over time, to increase the accessibility of provision for all pupils/students, staff and visitors to the academy.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for pupils/students with a disability, expanding the curriculum as necessary to ensure that pupils/students with a disability are as equally prepared for life as are the able-bodied pupils/students. This covers teaching and learning and the wider curriculum of the academy such as participation in after-school clubs, leisure and cultural activities or school visits.
- It also covers the provision of specialist aids and equipment, which may assist these pupils/students in accessing the curriculum.
- Improve the delivery of written information to pupils/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

- This Accessibility Plan should be read in conjunction with the Single Equality Policy.
- The Accessibility Plan will be published on each academy's website.
- The ACET complaints procedure covers the Accessibility Plan.

## **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 staff and pupils, under Part 4 of the DDA:

- not to treat disabled staff and pupils/students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled staff and pupils/students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for pupils/students with disabilities.

This plan also takes into account the Equality Act 2010 and needs to be read in conjunction with the Public Sector Equality Duty policy and the SEND Code of Practice 2015.

## **Definition of disability:**

The Disability Discrimination Act (DDA) defines a person with a disability as someone who has 'a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' (*Physical or mental impairment includes sensory impairments and also hidden impairments such as : Dyslexia, Autism, Speech & Language impairments, ADHD*)

## **Vision and Values:**

- ACET aims to ensure equality of opportunity for all its pupils/students and staff and it follows that pupils/students with disabilities or prospective pupils/students, are not treated less favourably than other pupils/students or prospective pupils/students, for reasons relating to their disability.
- Please read this in conjunction with the SEND Policy.

## **Information from student data and academy audit:**

The latest information regarding pupils with special educational needs and disability for the academy can be found on the staff intranet.

## **The main priorities in this plan:**

### **Increasing the extent to which pupils/students with disabilities can participate in the academy's curriculum:**

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by inclusion, led by the Special Educational Needs Co-ordinator (SENCO).
- The academy employs Teaching Assistants to support pupils/students with disabilities. They work closely with outside agencies, putting into practice recommendations which are written into the Individual Health Care Plans
- The academy facilitates services from a range of agencies for all pupils/students and their families.

### **Improving the physical environment of the academy to increase the extent to which pupils/students with disabilities can take advantage of education and associated services:**

- Pupils/students and staff with disabilities have access to all learning areas. Ground floor classrooms and/or lift provision are provided as required to ensure full access for all pupils/students.
- The academy has disabled toilet facilities for pupils/students and staff.

### **Improving the delivery to pupils/students with disabilities of information that is provided in writing for pupils/students who are not disabled:**

- Where necessary, all hand-outs, letters, timetables and electronic resources etc. will be made available in suitable format for pupils/students with disabilities.

## **Making it happen**

- This plan will be reviewed by governors every 3 years
- This plan should be read in conjunction with other policies such as :
  - SEN policy
  - H&S policy
  - Single Equality policy
  - Child Protection and Safeguarding Policy

**Accessibility Plan 2023-2026**

<b>Improving Physical Access Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
<b>Ensure no student is excluded from accessing the premises</b>	<b>Conduct an annual audit of academy premises taking into account the specific needs of any student either current or prospective.</b>	<b>Classrooms are accessible to students</b>	<b>Annual audit and update</b>	<b>All students can access the curriculum</b>	<b>By Academy Leaders</b>
<b>Improving Curriculum Access Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>

<p>Ensure that teaching meets the needs of all learners through effective implementation of personalised guidance for students with specific needs, in keeping with the 2014 SEN Code of Practice which states that: “all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”</p>	<p>All teaching staff access and implement in full, the guidance provided by SENDCO and Inclusion team relating to pupils/students with specific learning needs, as set out in the grids for learning</p> <p>Whole academy staff CPD will offer all colleagues training and support on accessing and using the grids for learning, and on successful ways to plan, to ensure needs of all pupils are met within lessons</p>	<p>All teachers are able to meet the needs of all pupils/students with regard to accessing the curriculum</p>	<p>As part of our academy/inclusion M/E schedule</p>	<p>Drop in and lesson observation evidence indicates the needs of all learners are being met</p> <p>Training sessions are completed throughout the academic year.</p>	<p>Middle Leaders / SLT / Principal / SENDCo</p>
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<p>Ensure consistently high quality in-class support for pupils/students with SEND, meeting the needs of all learners and ensuring implementation of recommendations set out in Individual Health Care Plans and Education Health and Care Plans</p>	<p>Regularly review the deployment of Teaching Assistants (TAs)</p> <p>Review the role of TAs in the classroom</p> <p>Access to training for identified needs</p>	<p>Improved attainment and progress for students with SEND</p>		<p>Learning walk and lesson observation evidence indicates that Teaching Assistants provide consistently high quality support and that the needs of all pupils/students are being met across the curriculum</p>	<p>Middle Leaders / SLT / Principal / SENDCo</p>
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<p><b>Ensure accessibility of laptop provision and any further IT equipment in all lessons for pupils/students identified as requiring ICT support.</b></p>	<p><b>Teachers to ensure arrangements are in place to facilitate laptop/IT packages access for all students requiring ICT support</b></p>	<p><b>Improved attainment and progress for pupils/students with SEND</b></p>		<p><b>All pupils/students with SEND who require ICT support can access the curriculum and achieve.</b></p>	<p><b>Class Teacher/HOF</b></p>
<p><b>Improving Curriculum Access Target</b></p> <p><b>Develop use of assistive technology so that students are able to access curriculum and record work independently and reduce reliance on adults to support</b></p>	<p><b>To implement the use of reading pens as a normal way of working and identify other assistive technology such as 'speech to text' so that a wider range of those that need it can benefit.</b></p>	<p><b>Students' access to curriculum will be independent and reflect in progress, particularly for GCSE outcomes.</b></p>	<p><b>By Easter 2024</b></p>	<p><b>Assistive technology will be in place and students will have had training in it's use. This in turn will lead to improved progress and outcomes for students who require it. Students will be preparing for adulthood by developing their independence.</b></p>	<p><b>Termly by Inclusion Team staff</b></p>
<p><b>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of EpiPens.</b></p>	<p><b>Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and pupils/students</b></p>	<p><b>The academy will continue to be a fully inclusive environment</b></p>	<p><b>Annually</b></p>	<p><b>Whole academy community is aware of issues relating to access.</b></p>	<p><b>By Principal / Inclusion Team / SENDCo</b></p>

<p><b>Continue to ensure that the needs of students with SEND are met and seen to be met.</b></p>	<p><b>Continually review policy and procedures relating to SEND.</b></p> <p><b>Continue to develop and implement support for pupils/students as set out in Individual Health Care Plans, and Education Health and Care Plans acting on recommendations from medical and other professionals</b></p>	<p><b>Improved attainment and progress for pupils/students with SEND, including those with specific medical needs</b></p>		<p><b>Needs of pupils/students with SEND, including those with specific medical needs, are addressed by all teachers</b></p> <p><b>Pupils/students with SEND feel supported. Data analysis shows progress for pupils/students with SEND in line with expectations and targets.</b></p>	<p><b>By Inclusion Manager/ SENDCo</b></p>
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