



Accessibility Plan

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 pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Torquay Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

Torquay Academy is a non-selective school aged from 11-18 with a Sixth Form. The school comprises of several buildings covering a large site. These buildings are of one, two or three storey construction.

Torquay Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students.

This Single Equality Scheme explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

If a student qualifies for admission to the school, the school undertakes to facilitate their

education at the school. All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with the Torbay Council Accessibility Strategy 2017-2020 and Torquay Academy Special Educational Needs Policy and should be read in conjunction with these two documents.

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are: -

Current practice to increase the extent to which disabled pupils can participate in the school curriculum.

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- Threats to participation are analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- The implementation of specific strategies such as flexible or reduced short term timetabling, nurture groups, counselling provision, THRIVE, access to other agencies, first day absence response, have enhanced attendance and participation
- Classroom organisation and curriculum planning has been targeted to ensure that all pupils achieve increased levels of progress and success in all areas.
- Curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- The school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and effective communication regarding specific pupil needs has been achieved and is monitored.
- Liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and this is monitored and improvements targeted.
- Staff training needs effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.

- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Ensuring that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhanced the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

- Monitoring to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Monitoring outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the County Council, and details on school's funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

Access to information

Schools are expected to increase access to information to those with disabilities. This is to be achieved by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Increase the awareness of 'readwrite' a software program that is available to read all school information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.

- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

Monitoring the success of the plan:

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

<p>This policy was adopted on<u>30/9/21</u>..... (Date)</p> <p>Signed<u>[Signature]</u>..... Chair of Committee</p> <p>Date of next review<u>SEPT 2022</u>.....</p>

Torquay Academy Plan 2020-2023

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Physical Access	Audit of accessibility of school buildings and grounds by LG and Governors. Suggest actions and implement as budget allows.	Consider electronic doors for students in wheel chairs to be able to open safely. Consider installing sound field system/hearing loop in the school hall. Consider including tactile/Braille signage Ensure flags on footpaths are in good condition and laid flat	Electronic doors are not in place and we do now have two year 8 students in wheel chairs that cannot open some school doors. I also though do not feel electric doors would work with the volume of students we have. Most doors are open and manned at key points during the day.	Ongoing plan	-
Emergency Access	All students and adults to be able to evacuate the building safely in an emergency	Fire escape plan to be reviewed and updated as required and at least annually. To have some staff trained in the use of a fire evacuation chair.	Fire drill on 15.10.21 showed that students with mobility issues could leave the building quickly and their preference is to go to the astro with the whole school. OT has said that the school lift should still be used and that this is far safer than staff using an evacuation chair.	Ongoing plan	

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Curriculum Access	All students have access to a broad, balanced and relevant curriculum.	Options/twilight/enrichment programme reviewed at least annually.	All students have access to broad range of accredited courses. Some students are accessing alternatives at other provisions to support this.		
	All students have a differentiated curriculum that meets their individual needs.	Following the SEN Policy- SEN students have an EHC Plan/Pupil Passport that details students needs (and how to differentiate) with personalised curriculums where appropriate.	Lesson observations reports teaching matched to individual needs. The number of good or better teaching has increased. Schools SEND information report has shown an increase in the amount/ different types of support we can offer our students.		
	Students' access to the curriculum is increased because they attend school more regularly.	See attendance actions in AIP.	Attendance has been impacted by COVID. All EHCP students were offered a place in school throughout all lockdowns. For some it was not possible due to being medically vulnerable. Around 95% of EHCP students took their place in school. The		

	<p>Students' access to the curriculum is increased because there is a reduction in exclusions, individual student needs are met, suitable educational provision is provided.</p>	<p>Follow SEN Policy, Single Equality Scheme.</p> <p>Use central hub area for each year group to manage their own behavior needs.</p> <p>Investment in SEMH strategies being developed and continually improved.</p> <p>Staff reading is encouraged in this area to continue to build on supportive strategies in place.</p>	<p>offer was also extended to K students if it was felt they needed to be in school.</p> <p>We are an inclusive school. Three members of staff were trained as ELSAs (emotional, literacy, support, assistants) in 2019/2020 and a further 8 will be trained in 2021/22. We have also increased our EP time by an additional 5 days. We have increased the number of EHCPs we have applied for in the SEMH area of need and three were successful last year. The number of EHCP students in school is increasing every year.</p>		
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	Targets	Strategies	Outcome	Timeframe	Goals achieved
	Students' access to the curriculum is increased through personalisation and differentiation	All staff are aware of Pupil Passports and how they should be used as a tool to enable quality differentiation and a personalised curriculum.	This is monitored through regular observations of lessons both formal and informal.		
	Ensure that disabled students can participate in extra curricular activities and trips and visits	Audit of extra curricular provision.	Participation numbers increases.		
Access to information	Availability of written material in alternative formats	The school makes itself aware of the services available through the LA/external agencies for converting written information into alternative formats. Progress Leaders to be aware of parents/carers access needs and will provide support when needed.	The school can provide written information in alternative formats.		
	The written information provided to parents/carers is accessible and read.	Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. School 'house style' audited.	Information is read. Parents/carers feel that school is an approachable supportive institution.		
	Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g. at parents' evenings.	School ensures all parents/carers can access school site	Parents/carers feel that school is an approachable supportive and accessible institution.		

Equality and Inclusion	Targets	Strategies	Outcome	Timeframe	Goals achieved
	To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings	Adherence to legislation.	Annually	
	To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate. Round Robins used to make relevant staff aware of the needs of individual student in their class. Meetings held with health or other relevant professionals for training and staff development facilitated by SENCO	Whole-school community aware of issues.	On-going	
	To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
	Follow Single Equality Scheme	As listed in Single Equality Scheme	We are an inclusive school	On-going	
	The pursuit to continually challenge discrimination and harassment.	As listed in Single Equality Scheme, SEN Policy, Racial Incidents Policy, Behaviour Policy Monitor implementation of PSHE programme PREVENT training	We are an inclusive school	On-going	