



Uffculme Academy Trust

Accessibility Policy and Plans

January 2020 – December 2022

Approved by the Finance & Resources Committee on:
6 February 2020

Next review date: February 2023

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 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

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

In terms of access, Uffculme Academy Trust 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 Uffculme Academy Trust 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

Accessibility Plans

Each school in the Trust will develop an Accessibility Plan specific to the requirements of their site and community, which will appear as an appendix to this policy.

Monitoring and Review

This policy and the accompanying plans will be reviewed on a tri-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

Accessibility Plan 2020 – 2022

Holyrood Academy

Aims and objectives

Our aims are to:

1. Ensure access to the curriculum for pupils with a disability
2. Improve and maintain access to the physical environment
3. Improve the delivery of written information to pupils

1. Ensure access to the curriculum for pupils with a disability

Current Good Practice

- Daily briefing between SENDCo and TAs to share information
- Highly skilled team of TAs
- Learning passports to inform staff of student disability
- Medical Care Plans to inform staff of student disability
- Visual timetables
- Qualified HLTA with responsibility for students with Autism
- Robust transition work with feeder primaries so that transition plans ensure appropriate provision within the context of Holyrood Academy are in place
- Excellent communication between outside agencies eg Educational Psychologists, Hearing and Vision Impaired service and Communication and Interaction team
- Excellent provision of resources:-
 - Netbooks for pupils with specific recording difficulties
 - Coloured overlays for students
 - Exercise books with coloured paper
 - Low level reading books
 - Reading books with cream paper
 - Read, Write, Gold
- Access arrangements:-
 - Readers
 - Scribes
 - Enlarged papers
 - Modified papers
 - Extra time
 - Laptops
 - Separate venues
- Provide early and effective literacy intervention
- Homework club at breaktime and lunchtime
- Qualified Access Arrangements Coordinator

2. Improve and maintain access to the physical environment

Current Good Practice

- Lifts installed in Main Building on upper site and also Sixth Form Centre
- Where lifts are not installed, curriculum areas have teaching rooms that are accessible on the ground floor ie Art
- 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 via Staff Bulletin and briefings
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff via Bulletin and briefings
- The site has 5 accessible toilets specifically for students
- Academy has invested in a mobility scooter that can be used by students if required
- Specific site markings to support visually impaired students, parents and visitors
- Access ramps to a help navigation around the site and access to teaching/office areas

3. Improve the delivery of written information to pupils

Current Good Practice

- Learning passports to inform staff of students needs
- Use of exercise books with coloured paper across the curriculum
- Home/school communication books

Action Plan

Objectives	Action	Timescale	Success Criteria
Differentiation	Improved differentiation within mainstream lessons	July 2021	Improved accessibility to lesson. Reduced reliance on TA support
Improve staff awareness of new disabilities, i.e. visually or hearing impaired	Detailed specialist training for TAs and teaching staff	September 2020	Improved staff understanding of difficulties and strategies to remove barriers to curriculum