

Ark

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Accessibility Plan Policy

PURPOSE

Ark is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. A new accessibility plan will be drawn up every three years.

Date of last review:	November 2022	Author:	Head of Estates
Date of next review:	November 2025	Owner:	Chief Operating Officer
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	Management Team
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POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input checked="" type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Audit & compliance

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1 SETTING INFORMATION

Vision and Values

All academies within Ark Schools are inclusive academies where all students are made to feel welcome and valued.

Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation.

Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

The Health and Safety (Consultation with Employees) Regulations 1996 (as amended).

Views of Parents

Parental views are formally solicited at parent meetings and in surveys. The initial views will be obtained as part of the new pupil process. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints).

Views of Children and Young People

Pupils are regularly consulted, including through personal reviews and student voice.

2 PURPOSE

Ark St Alban's Academy is committed to providing a fully accessible environment which values and includes all pupils, 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. We aim as far as possible, to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All pupils should be able to take part in day-to-day life at the school and benefit from the learning experiences we provide.

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school 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 pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached in section 5 which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

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

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

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for Ark St Alban's Academy can be found in the SEN Register.

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark St Alban's Academy to its students and staff.

The main priorities in Ark St Alban's Academy plan are as follows:

Increasing the extent to which disabled pupils can participate in the school curriculum

Ark St Alban's Academy will endeavour to provide suitable access to a range of curriculum opportunities.

- The school will endeavour to provide suitable access to a range of curriculum opportunities
- Where necessary, guidance and support will be given by the SENCO
- Ark St Alban's Academy have several Teaching assistants who are deployed by the schools SENCO to ensure the needs of students with a statement or Education, Health and Care Plan are being met.
- Ark St Alban's Academy to facilitate services from a range of agencies for all pupils and

their families.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- Review to see what areas including staff rooms have lifts ensuring access for all pupils.
- Maintaining excellent access to the main building preferably with automatic front doors.
- Maintaining a meeting room and toilets within easy reach of the reception so you can easily accommodate wheelchair users and visitors with reduced mobility.
- Maintaining access to sports facilities and ensuring all buildings have ramps to enable access for wheelchair users.
- Ensuring access is provided to access classrooms on the first and second floor for any students and school personnel with mobility needs.
- Ark St Alban's Academy has disabled toilet facilities for pupils and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help.
- Ark St Alban's Academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

3 PROCESS

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

4 SUMMARY

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve access for both individuals and groups.
- Review this policy and plan annually.
- Provide an atmosphere where all staff and pupils feel safe and valued.
- Achieve this by promoting an understanding of disability and to create positive role models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability.
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning.

Below is an example plan to populate. To be signed by the Principal.

Improving Physical Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	The school is currently fully accessible	All students can access the premises	Reviewed termly through IHCP and EHCP review processes
Improving Curriculum Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	Ongoing	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	Annual SEND Audit and termly review with link governor

Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for students An annual audit of the ICT needs of pupils with disabilities	Improved attainment and progress for SEND students	Ongoing	All SEND students who require ICT support can access the curriculum and achieve.	Annual SEND Audit and termly review with link governor Reviewed termly through IHCP and EHCP review processes
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	Ark St Alban's Academy will continue to be a fully inclusive school	Ongoing	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	Annual stakeholder surveys. Annual staff training and certification. Character programme focus on protected characteristics
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of student Individual Support Plans - ISPs. Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	Ongoing	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets	Annual SEND Audit and termly review with link governor
All out of school activities are planned to ensure the participation of SEND pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all SEND pupils	Qualified EVC reviews all trip and visit plans. Pupil participation in trips, visits and clubs is evaluated with a focus on the participation of vulnerable groups
To liaise with Local primary schools and SENAR to review potential intake	To identify pupils who may need additional support to meet their needs	The school will be able to put appropriate provision in place	Spring Term	Procedures/equipment/ Ideas set in place	Extensive processes in place for visits and info sharing, including provision of additional transition days for vulnerable pupils.

Improving the Delivery of Written Information					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LEA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	Monitored via stakeholder feedback
Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all stakeholders	Ongoing	Delivery of school information to parents and the local community improved	Available (or alternatives made available) on request
Review documentation as required with a view of ensuring accessibility for pupils with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All school information available to pupils/parents with visual impairments	Ongoing work with the VI teacher and VI service	Delivery of school information to pupils and parents with visual difficulties improved	Ongoing
Make sure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled/designated people to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents		Ongoing	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education; Regular attendance at school events by parents with disabilities	Monitored through stakeholder feedback

Signed

Principal

Date