

Accessibility plan

Approved by: Darren Fox **Date:** 24/03/2021

Last reviewed on: January 2021

Next review due by: February 2022 (or within 3 years)

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The Portsmouth Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The Academy Vision Statement

To transform life chances by...

- Providing an educational framework that promotes the development of effective habits and cognitive structures
- Challenging everyone to aspire to and to strive for personal excellence
- Enabling each individual to realise their potential and have mastery of their own destiny
 - Child first
 - Aspire
 - Challenge
 - Achieve

The Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy supports any available partnerships to develop and implement the plan.

The Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in Academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the Academy.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for Schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Established practice and practice under development</i>	Person responsible	Date to complete
<p>To implement and maintain a monitoring system to support students with a disability.</p>	<ul style="list-style-type: none"> • Maintain a register of children with a disability • Monitor patterns of attendance • Monitor participation in off-site activities and residential visits • Record student achievements • Carry out parent, student, and stakeholder questionnaires/discussions to seek views of those with disabilities • Ensure hirers are aware of provision for disabled 	<p>SENDCo/Inclusion Lead Sims Manager VP – Making Excellence a habit Governors Finance</p>	<p>On-going</p>
<p>Increase access to the curriculum for students with a disability</p>	<ul style="list-style-type: none"> • The Academy offers a differentiated curriculum for all students. • The curriculum is reviewed annually to ensure it meets the needs of all students. • Staff have access to SEND resources, which are tailored to the needs of students who require support to access the curriculum. • Staff are aware of children with disabilities such as dyslexia, ADHD, diabetes etc and plan accordingly. • Teachers, TAs and Pastoral staff have access to specific CPD for disability issues • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability. • Targets are set effectively and are appropriate for students with additional needs. • Students have full access to trips and extra-curricular activities. 	<p>Principal Senior VP for Curriculum and Assessment VP – Making Excellence a habit SENDCo/Inclusion Lead Heads of Year Teachers Outdoor Learning and Welfare Lead</p>	<p>On-going</p> <p>CPD programme reviewed regularly to address any training needs</p> <p>Teacher/staff around the child meetings to share good practice and next steps</p> <p>Individual meetings with class teacher and SENCO to discuss needs</p>

	<ul style="list-style-type: none"> - Risk assessment prior to trips - Plan trips and activities with parents to ensure access - Provide support for students to ensure they can access our of hours activities <ul style="list-style-type: none"> • PSHE curriculum reviewed to ensure disability awareness is taught effectively • Provide opportunities for children to meet with people with a variety of disabilities. • Review provision in other areas of the curriculum e.g. PE • Purchase books and other resources that promote positive images of disability • Invite disabled speakers and visitors to assemblies, events 		
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Aids are provided for those who are visually impaired – for example edge of steps marked with yellow • Ensuring that all disabled students understand fire notices and have an up-to-date PEEP (Personal Emergency Evacuation Plan). • Parents/carers are consulted about access needs during transition/when a child is admitted to the Academy • Parents/carers and children are consulted about access in review meetings • Information on the needs of users and students. 	Principal VP – Making Excellence a habit SENDCo/Inclusion Lead Heads of Year Outdoor Learning and Welfare Lead	<p>On-going</p> <p>Each summer term in relation to new intake</p> <p>For every mid-term admission</p> <p>Pupil/Parent review meetings</p>
Improve the delivery of information to students with a disability	<ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops 	SENDCo/Inclusion Lead Heads of Year Teachers	

	<ul style="list-style-type: none"> • Pictorial or symbolic representations • Ensure Teachers, TAs and governors have access to specific training for disability issues • Ensure that all staff can differentiate the curriculum and are aware of SEN resources 	Outdoor Learning and Welfare Lead	
Ensure that disabled adults are considered equally with others for posts in the Academy.	<ul style="list-style-type: none"> • To welcome all applicants for teaching and TA posts • To encourage all members of the community to consider becoming a governor. 	Principal Governors	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the board of governors and the Principle of the Academy.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

