



Accessibility Plan

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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:

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

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

- ❑ **increasing the extent to which disabled pupils can participate in the school curriculum;**
- ❑ **improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;**
- ❑ **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 and reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

How do we define disability?

Physical or mental impairment includes sensory and hidden impairments. However, the definition of disability includes learning disabilities such as dyslexia, diabetes and epilepsy "where the effect of the impairment is adverse, substantial and long-term."

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

We, at Shrewsbury Academy, are committed to ensuring that pupils with learning difficulties and pupils with physical disabilities fulfil their potential both academically and socially.

Shrewsbury Academy has high expectations of its pupils with disabilities and expects them to participate fully and achieve in all areas of school life.

We intend to enhance further access to both the physical environment and the curriculum for pupils with disabilities.

We are working constantly towards removing any barriers to achievement in order to help pupils achieve their potential.

1B: Information from pupil data and school audit

Learning difficulties presents the largest number of pupils at Shrewsbury Academy with disabilities. Therefore, we need to ensure that the curriculum meets the needs of these pupils.

Another issue identified by pupils with disability is the desire and need for opportunities to develop further self esteem and confidence.

Plans for individual pupils with disabilities are made during the year 6/7 transition period in the summer term.

1C: Views of those consulted during the development of the plan

After consultation with children and parents of children with disabilities it was felt that the school has made appropriate alterations and provision for pupils with disabilities. However, it was felt that some visual and coloured resources, such as timetables, could be provided for pupils to enable better access. The Learning Support Department will work with individual pupils to ensure they have timetables which are easy to follow.

The school has worked closely with the Local Authority in adapting the school environment to ensure that pupils and parents with disabilities have better access to the school. This has led to the installation of a wheelchair lift, braille signage and a toilet for the disabled.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The school will make reasonable adjustments to ensure pupils with disabilities can participate fully in the school curriculum and extra curricular activities.

We will develop staff knowledge and awareness of pupils with disabilities as well as issues surrounding disability through staff training. Training sessions will take place during designated staff training sessions on professional development days and twilight training sessions.

Departments will continue to improve schemes of work taking into account differentiated work in order to ensure pupils with a learning disability can access the work.

The PE department will continue to build self esteem and confidence of dyspraxic pupils through the delivery of lunch time clubs for Archery and Cricket.

We will begin a lunchtime games club for pupils with disabilities in order to provide the opportunity for pupils to socialise, achieve and develop self esteem and confidence. This club is to be supported by year 10 and 11 pupils to give them the opportunity to develop nurturing skills and their own understanding of the needs of people with disabilities.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Since 2005 Shrewsbury Academy has been in a position to accommodate all visitors with a disability who need to access the public areas of the school. We can now offer the use of a wheelchair lift, a toilet for wheelchair users, automatic doors in reception and Braille signage.

A gentle ramp exists by the school hall providing access to technology and IT rooms as well as PE areas. The new dance studio can be accessed easily by disabled pupils and clients.

The school's Pastoral Support room can offer respite to pupils with disabilities.

Any further building will take into consideration the requirements of the Disability Discrimination Act.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

At Shrewsbury Academy, we will develop further the departmental use of online resources. The school offers online curriculum resources..

We will develop further the use of teaching assistants to help pupils with disabilities. Greater emphasis will be placed on allowing time to talk to pupils to prepare them for forthcoming events in order to address any concerns.

We take seriously our responsibilities in providing written resources and examination materials to pupils with disability. We request modified papers from examination bodies within the time limits set.

We also work closely with the Sensory Inclusion Service in order to ensure that pupils with hearing and visual disabilities receive entitled support and materials.

3: Making it happen

3A: Management, coordination and implementation

The plan will be reviewed and updated by the school's Senior Leadership team yearly and presented to the school's governing body for its consideration and approval.

3B: Getting hold of the school's plan

The plan will be distributed to all parents and carers through the school's prospectus. The accessibility plan will also be available online via the school's website.

In order to access the plan in other formats please contact Mr Breeze at Shrewsbury Academy.