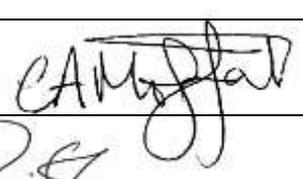
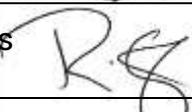

Accessibility Policy & Plan

DOCUMENT DETAILS	
Category:	Educational Policy
Approved By:	Local Governance Committee
Version:	3
Status:	Approved
Issue Date:	01/07/2021
Next Review Date:	01/07/2024
Signed:	Headteacher 
	Chair of Governors 

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1. Introduction

- 1 The school is committed to planning on a rolling three-year basis to increase the accessibility for disabled students over time. The nature and content of the school's Plan will depend on:
 - Its disabled student population
 - Any prospective students who are disabled
 - The size of the school
 - The resources available to it and
 - The strategic steer given by the local authority
- 2 The Plan will include increasing access for disabled students to the school's curriculum, improving access to the physical environment of the school and improving the delivery of written information to disabled students.
- 3 The Plan will be prepared following the involvement of students with learning difficulties/disabilities and with staff and parents with disabilities.
- 4 The school will make best use of available expertise; disabled students, their parents, specialist teachers, local voluntary organisations and others to help to identify practices and arrangements that act as a barrier to including disabled students; the local authority will also be consulted to provide advice and information
5. In producing the Plan, the school will:
 - Draw on detailed information, for example by using data on the presence, participation and attainment of disabled students to inform the priorities
 - Involve disabled students, staff and parents, for example by asking them to identify issues to be addressed by the Plan
 - Collect information about disabled staff and parents
 - Assess the impact of school policies
 - Draw on the principles contained in the school's Disability Equality Scheme and the, evaluation, report and review of the Scheme.

2. Information Gathering

The gathering of information will include an analysis of:

- The presence of disabled students, for example: how many disabled students there are in the school, which impairment groups are represented, or not represented, in the school
- The participation of disabled students across the life of the school, for example in curricular and extra-curricular activities, in positions of responsibility and the factors affecting participation, for example: policies on medication, bullying, access.
- Achievements of disabled students as reflected in, for example: exams, accredited learning, achievements in extra-curricular activities, broader outcomes such as those set out in Every Child Matters.
- The recruitment, development and retention of disabled employees including how disabled staff are represented amongst different groups of employees, at different levels of the school and amongst those who leave the school.
- The benefits of a diverse workforce

Appendix 1 to this Plan has a range of questions to help the school identify barriers to access

An impact assessment will be undertaken on the information gathered by the school and a set of priorities agreed.

3. Priorities

- 1 Priorities for the school will be set from:
 - An examination of the information that the school has gathered and
 - The feedback that the school has received from the disabled students, staff and parents who have been involved in the development of the Scheme.

- 2 The school will also set priorities that will help to improve the gathering and analysis of information and the involvement of disabled students, staff and parents to better inform the next Scheme and Plan

4. Action Plans

- 1 The Action Plan supports the implementation of the Accessibility Plan and oversight of this to check progress is the responsibility of the Governance Committee. Once the school has produced an Accessibility Plan, the school has a statutory duty to implement the Plan and to allocate adequate resource to it.

5. Review

- 1 The school will report on the progress it has made with the Action Plan.
- 2 The school will review and revise its Plan every three years
- 3 As part of the review of its Plan, the school will:
 - Revisit the information that was used to identify the priorities for the Plan and
 - Re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled students, staff and parents
4. The review of the Accessibility Plan will inform how the school sets new priorities and new Action Plans for the next Accessibility Plan. This process will:
 - Involve disabled students, staff and parents and
 - Be based on information that the school has gathered
5. The school will align its Accessibility Plan and its Disability Equality Scheme so that a new Scheme and Plan are produced at the same time

APPENDIX 1: Identifying Barriers to Access - Checklist

This checklist should help the school to identify barriers to access. The list is not exhaustive. It has been designed to encourage a flexible approach to the further questioning of the accessibility of the school.

Question	Yes/No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	
Are your classrooms optimally organised for disabled students?	
Do lessons provide opportunities for all students to achieve?	
Are lessons responsive to student diversity?	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	
Are all students encouraged to take part in music, drama and physical activities?	
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip-reading?	
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	
Do you provide access to computer technology appropriate for students with disabilities?	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	
Are there high expectations of all students?	
Do staff seek to remove all barriers to learning and participation?	
Does the size and layout of all areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, sports hall and outdoor sporting facilities, playgrounds and common rooms – allow access for all students?	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	
Are areas to which students should have access well lit?	
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	
Is furniture and equipment selected, adjusted and located appropriately?	

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	
Do you have the facilities such as ICT to produce written information in different formats?	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	

APPENDIX 2: Accessibility Plan

This plan outlines how Paxman Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governance committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The governance committee will undertake a two yearly Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the governance committee will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governance committee will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governance committee will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governance committee will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Issue	What	Who	When	Outcome	Review
Ensure curriculum is accessible to all students	Audit of the curriculum	Heads of Department Assistant Headteacher T&L	Autumn 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2022
Staff to be skilled to support students with SEN	INSET provided to staff members Training for teachers on differentiating the curriculum	SENDCO	Ongoing	Staff members have the skills to support pupils with SEND	Autumn 2022
School trips take into account students with SEND	Needs of pupils with SEND are incorporated into the planning process	SENDCO	Spring 2022	Planning of school trips takes into account pupils with SEND and whether the trip is suitable for the student.	Summer 2022
Students with SEND can access all lessons	Provide tablets, Reading Pens and other adjustments for pupils with SEND	SENDCO & IT	Autumn 2021	Pupils with SEND can access lessons	Spring 2022

Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
Ensure that the school environment is accessible	Audit of physical environment	Site Manager	Autumn 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2022
Learning environment of pupils with visual impairments/hearing impairment is not accessible	Review access requirements and ensure that are in place	Site Manger SENDCO	Autumn 2021	Learning environment is accessible to pupils with visual and auditory impairments	Autumn 2021

Planning duty 3: Information

Issue	What	Who	When	Outcome	Review
Health and safety Meeting has accessibility as a standing agenda item	Audit of physical environment to ensure compliant	Site Manager	Autumn 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2022
Information is shared with all relevant stakeholders to ensure that students have access to the school curriculum	Appropriate methods of sharing information are identified	Headteacher SENDCO	Autumn 2021	Information is shared appropriately amongst key stakeholders	Autumn 2022