

Accessibility Plan Montagu Academy

3 year period covered by the policy - September 2019- September 2022

Policy agreed (name): Mrs L Musson Date: October 2019

Policy to be reviewed September 2022

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

They must not discriminate for a reason arising in consequence of a child or young person's disability

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities.

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2018)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

The School’s Context -We are an Academy for children aged from 3 years to 11 years. The school comprises of 2 buildings covering a large site of one storey construction.

The School’s Aim-To deliver the highest standards of care, teaching, learning and leadership so that children can achieve to their highest potential.

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Action	By Whom	Monitoring	Report to	Success criteria	Resources
To provide regular training for all staff.	LA / DELTA Specialists Inclusion Manager, Head of Academy.	Regular discussions with staff, Head of Academy, Inclusion Manager	Inclusion Manager, Head of Academy.	All pupils with a disability will have equal access to the curriculum.	All staff
Continue to build upon current good practice with regard to liaising with other settings / home for all children, especially those with a disability	Inclusion Manager, Class teachers.	FS coordinator, Head of Academy, Inclusion Manager.	All staff, Governors.	Transition to school will be smooth and inclusive.	Inclusion Manager, Children's Centre, Early Years settings, staff, Professionals linked to children / family.
Audit resources and information held in school with regard to SEN.	Inclusion Manager.	Head of Academy, Inclusion Manager.	Governors.	All staff will be aware of resources in school to meet individual needs.	All resources, Specialist resources.
Ensure all trips are accessible to pupils.	Class teacher, EVC, Parents / carers,	Head of Academy, EVC.	Governors.	All pupils will be able to access their class visits.	EVOLVE permission, Risk assessments.
Planning includes opportunities for all pupils to achieve and be included.	Class teacher, LSA,	Head of Academy, Inclusion Manager,	Governors.	All planning will continue to meet the need of every child.	Planning files, Assessment files.
Pupil Profile Provision maps / IEPs as required/ care plans continue to accurately reflect interventions that are additional to and different from those provided for other pupils.	Class teacher / Inclusion Manager (with a view that class teachers keep Inclusion Manager updated)	Inclusion Manager, Head of Academy.	SLT	Provision Maps and Pupil profiles and Assessments / targets will continue to show strategies and interventions and outcomes.	Supporting proformas, SIMS.

Section 2: The school is designed to meet the needs of all children / young people

Action	By Whom	Monitoring	Report to	Success criteria	Resources
The introduction of a dedicated THRIVE classroom where THRIVE interventions can take place.	Learning Mentor	SENCo	SLT Governors	Improve working environment for pupils with SEMH needs	1-1 LSA support Resources for room
The size and layout of areas allow access for all children / young people, including wheelchair users.	Facilities	Site supervisor Head of Academy	Governors	Ramps will be fitted and doors widened to ensure allow access	Include in Site planning schedule
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	Head of Academy Business manager	Executive principal	Governors	There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	A current audit will be completed and spending included into long term planning forecast within academy spending plan
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.	SENCo Class teacher	Head of Academy	Governors	Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the Standard fire safety provision.	Supporting pro forma
To ensure Pathways of travel around the school site and parking arrangements are safe and accessible for all	Facilities Site supervisor	Head Of Academy	Governors	Pathways of travel are safe and accessible. Disabled parking spaces available.	Within spending plan

Section 3: The school delivers materials in other formats.

Action	By Whom	Monitoring	Report to	Success criteria	Resources
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	Admin team	Head of Academy	Governors	Information will be accessible to all	Office staff time
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	Admin team	Head of Academy	Governors	Information will be accessible to all	Office staff time

Checking the School's Access Plan:

When a new Access Plan is formulated (every 3 years), a check will be completed prior to publication.