



Our Trust Vision

To ensure that all the children and young people in our care have the opportunity to fulfil their potential through achieving highly, regardless of their ability or background. Our 'PRIDE' values of Partnership, Respect, Integrity, Determination and Excellence are the foundations of our Trust and the communities we serve.

Accessibility Policy

Co-ordinator: Mrs J Kingswood (Principal)
Start date: October 2018
Review date: October 2019

The Accessibility Policy is conducted in accordance with:

- SEN Policy
- Equality and Diversity Policy
- Pupil Premium Policy
- Safeguarding and Child Protection
- Admissions Policy

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 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 Scheme sets out the proposals of the Governing Body of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA.

The Academy is fully aware that it is a requirement that the Academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan showing how the Academy is planning to address the priorities identified in the plan.

Part 5a of the DDA requires schools to publish a Disability Equality Scheme, which sets out how the Academy will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers students, their parents / guardians, staff and users of the Academy

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

The Disability Discrimination Act defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse impact on his or her ability to carry out normal day-to-day activities.'

Under the DDA, 'substantial' means 'more than minor or trivial', and 'long-term' means 'has lasted or is likely to last more than 12 months.'

The Act uses a wide definition of disability and may include those with:

- Physical or mobility impairments;
- Visual impairments;
- Hearing impairments;
- Developmental difficulties such as dyslexia, dyspraxia, and autism spectrum disorders;
- Medical conditions;
- Mental health difficulties

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the Academy environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:-

- *increasing the extent to which disabled students can participate in the Academy curriculum*
- *Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services*
- *Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication*

Principles

The Academy recognises its duty to:

- ensure that compliance with the DDA is consistent with the Academy's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other Academy policy that has a focus and impact on its disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage
- Publish an Accessibility Plan (detailed herein as follows).

Accessibility Plan

The plan is detailed – (see Appendix A) and summarised below

- In performing their duties, Governors, members of the Academy Leadership Team and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Academy / Academies (2002);
- The Academy recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The Academy provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, promoting the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of students
 - accommodating the needs of disabled staff and parents/carers as far as is reasonably practical

Activity

This section outlines the main activities and facilities which the Academy already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The Academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The Academy will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis. Our provision includes:

- Access arrangements for examinations (both internal and external) are organised for all students meeting the criteria;
- Communication Support Worker/note taker;
- Enlarged print worksheets;
- Ipads (Year 9)
- After School Academy clubs for homework
- TA's support
- Autism Outreach support
- Resources on all aspects of SEN available to all Academy staff;
- Access Arrangements for external examinations;
- Classroom organisation to meet needs of individual students;
- Differentiation and support techniques;
- Links with Derbyshire Careers Service to ensure students are seen early;
- Communication to staff regarding the individual needs of disabled students in their form / teaching group;
- Communication to all staff regarding the particular needs of individual students

b) Physical environment

The Academy has limited disabled access and is very mindful to improve access as a priority during new building work and renovations.

The following improvements have been made to the physical environment:

- The decoration scheme employed throughout the Academy uses contrasting colours around doors and door frames, to assist the visually impaired.
- Colour-coded signage is in place throughout the Academy
- Yellow paint on stairs and handrails
- Installed additional hand rails on staircases
- Provision of private changing facilities to meet particular needs of individual student

Provision of Information

Parents/guardians can request letters, newsletters etc in different formats (e.g. in simplified language or on audio-tape). Alternatively, information can be emailed to home so that parents can enlarge documents to the size they need or use their own software to access information.

This policy has been adopted by the Academy Leadership Team and is approved annually by the Board of Governors unless a significant change requires agreement outside of this timescale. In the meantime, it is reviewed as necessary by the owner of the policy and the Principal, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Academy Leadership Team.

Appendix A

Granville Academy – Accessibility Plan

1. This Accessibility covers the period from September 2018 to September 2019
2. At Granville Academy, we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Academy will continually strive to ensure accessibility is both prioritised and taken into account when considering future developments. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Improve access to the physical environment of the Academy including facilities provided within the classroom;
 - Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work.
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
4. Attached are three Action Plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.
5. It is acknowledged that there will be need for ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.
6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality & Diversity
 - Health & Safety
 - Equal Opportunities
 - Special Needs
 - Behaviour Management
 - Child Protection and Anti-Bullying
7. The Action Plan for physical accessibility may include for works that the Academy is unable to undertake during the life of this first Accessibility Plan through funding caution and/or identification of other Academy funding priorities and as such some items may roll forward into subsequent plans. At all

times where fully desired works are not achievable, the Academy will look to make reasonable adjustments short of the full works if this is deemed possible. The audit will need to be revisited prior to the end of this first three-year plan period in order to inform the development of the new plan beyond 2018.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The Academy prospectus and its website will also make reference to this Accessibility Plan.

9. The Academy will be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 11 each year as well as in-year entrants where accessibility issues may arise.

10. The Plan will be monitored through the Academy Leadership Team.

1. IMPROVING ACCESS TO PHYSICAL ENVIRONMENT				
Target / Action		Target Timescale	Staff involved	Resources
1.1	To ensure plans of all new buildings meet the requirements of users with a disability	July 2020	HKA / DJA / de Ferrers Trust	Capital funding Staff time DFE Funding for build
1.2	To ensure all Learning Support Assistants have regular training on disabilities as required	On-going annually	SSM / Academic Mentors	Staff time in CPD

1. IMPROVING ACCESS TO THE CURRICULUM				
Target / Action		Target Timescale	Staff involved	Resources
2.1	Review curriculum for SEN students in KS4 to broaden choice	On-going	DJA / SSM / de Ferrers Trust	Staff time
2.2	Review deployment of Academic Mentors to follow the requirements of the Academy Improvement Plan (SIP)	On-going	JKI/SSM	Staff time
2.3	Improve mechanism for gathering evidence/tracking progress to follow the requirement of the SIP	On-going annually	SSM/DJA	Staff time
2.4	Ensure appropriate intervention is in place to support students' learning	On-going as required	SSM/All staff	Staff time

1. IMPROVING ACCESS TO INFORMATION / ICT				
Target / Action		Target Timescale	Staff involved	Resources
3.1	Increase accessibility through the use of additional/alternative technology	On-going	RWN/SSM/AM	Equipment cost
3.2	Investigate gaining 'Disability accreditation'	Summer 2019	HKA/DJA	Staff cost
3.3	Improve readability level of written communication to parents	Summer 2019	JKI and ALT	Staff cost
3.4	To ensure written procedures are accessible to all students	On-going	All staff	Staff cost

Signed..... Chair of Governors

Signed..... Principal