

---

# Belfairs Academy



## **Accessibility Plan**

October 2022-2024

Date created	October 2015
Version	1.0
Status	Published
Applicable to	Students and staff
Author	FOT
Checked by	WIB
Valid from	October 2022
Review date	October 2024

## **Introduction**

This plan was formulated in consultation with the SEN coordinator and a cross section of school staff and students.

### **Belfairs Academy vision is;**

- To inspire everyone to be the best they can be.
- To provide innovative learning opportunities in a forward thinking environment
- To prepare and empower everyone to embark on future challenges with excitement and confidence
- To foster respect and responsibility and reach out into the wider world

### **Belfairs Academy values are;**

- Commitment
- Respect
- Excellence
- Strength
- Self-belief

### **Definition of disability (Equality Act 2010)**

- Someone with a physical or mental impairment.
- The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities.
- Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

## **Discrimination**

We recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- direct discrimination
- indirect discrimination

- discrimination arising from a disability
- harassment

Belfairs Academy must not treat disabled students less favourably and take reasonable steps to avoid putting disabled students at a substantial disadvantage under their 'reasonable adjustment' duty.

## **Scope of the Plan**

This plan covers all three main strands of the planning duty:

### **1. Improving the physical environment of school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.**

Currently at Belfairs Academy all students can access the curriculum regardless of disability. The school was built in 2011 and is DDA compliant. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, blinds, induction loops and way-finding systems. There are variable height tables in classrooms and adapted work stations in the Food Technology rooms.

### **2. Increase the extent to which disabled students can participate in schools' curriculums.**

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. No students cannot access learning at Belfairs Academy. Teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

### **3. Improving the delivery of information to students with disabilities**

Any students requiring additional support are clearly identified on entry to Belfairs Academy. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some students are allocated additional support from support staff and/or modified resources.

## **Other related school policies**

Equality for disabled students is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Equality Policy and Objectives
- Behaviour for Learning
- Admissions policy/criteria

- ✓ Educational visits and trips
- ✓ SEND policy

## **Aims**

Belfairs Academy aims to include all students, including those with disabilities in the full life of the school. Our strategies to do this will include:

- ✓ having high expectations of all students
- ✓ finding ways in which all students can take part in the full curriculum including sport, music, and drama
- ✓ planning out-of-school activities including all school trips and excursions so that students with disabilities can participate
- ✓ setting admissions policy and criteria which does not discriminate
- ✓ planning the physical environment of the school
- ✓ raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- ✓ by providing written information for students with disabilities in a form which is user friendly.
- ✓ by using language which does not offend in all its literature and make staff and students aware of the importance of language.

## **Actions to ensure equality for students with disabilities**

1. We shall undertake a disability review using a cross section of staff, students and parents.
2. As a result of the review, we shall:
  - ✓ write an action plan which includes targets
  - ✓ make the policy and targets available to all teaching and ancillary staff, students and parents
  - ✓ monitor the success of the plan
  - ✓ the Plan will be reviewed by senior leaders

## **Monitoring**

Belfairs Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- ✓ Admissions
- ✓ Attainment
- ✓ Attendance
- ✓ Rewards
- ✓ Sanctions
- ✓ Exclusions
- ✓ KS4 option choices

- ✓ Post 16 destinations
- ✓ Selection & recruitment of staff
- ✓ Governing body representation
- ✓ Parents attending consultation meetings
- ✓ Parents' involvement in the life of the school (attendance at parents' evenings, school productions, etc.)

## Access Plan - Curriculum Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
<b>Short term</b>	To provide on-going staff training to promote SEN.	Continuous training for staff and new staff in supporting SEN students including differentiation.	To understand strategies to support SEN students and employ them in the classroom.	Dec 2022	SENCO and outreach specialists where required.	Enhanced awareness of diversity and full inclusion for pupils with SEN.
<b>Medium Term</b>	To provide alternative curriculum for pupils most in need using pathways model	Investigate types of alternative curriculum. Look at developing and extending KS4.	To provide more appropriate courses for our changing cohort.	July 2023	ALT	Improved motivation of students. All students having access to appropriate courses.
<b>Long Term</b>	To improve access to the curriculum for all by successfully achieving an inclusive curriculum model.	Continued development of KS3 through pathways model.	A range of courses accessible to all students.	Sept 2024	ALT	Improved results, attendance and student motivation. All students with an appropriate destination on leaving.

## Access Plan - Information Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
<b>Short Term</b>	Improve signage around school for all visitors in new school.	Use of audit to identify areas in new school where additional or different signage is needed. Alter signage as needed.	Areas and types of signage identified and installed.	Easter 2023  On – going	Experts Caretaker SENCO	Clear signage which is user friendly.
<b>Medium Term</b>	Training in ICT to enhance access to learning for hearing /visually impaired.	Work with hearing /visually impaired student and relevant experts to inform staff training.	Raise staff awareness.  Consolidate staff knowledge.	From Sept 2023	SENCO Experts	All staff use any technology for hearing/visually impaired students to allow easy access to the curriculum. Hearing loop installed into areas of new building.
<b>Long Term</b>	To improve accessibility of information sent to all parents and guardians.	Assess need of parent or guardian from admission data. Produce information in accessible format.	Information sent to student's parent or guardian in format most suitable for ease of access.	Sept 2024	SENCO SLT YLs	All information sent to parents or guardians in the best format for accessibility of content e.g large print, audio format, coloured paper.

## Access Plan - Physical Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
<b>Short term</b>	To develop evacuation plans in line with new building practice – students made aware of procedures.	Improve auditory/visual alarm system.	Visual and auditory alarms in place.	Easter 2023	VP - Facilities	Visual and auditory alarm system in place.
<b>Medium Term</b>	Create trigger for Personal Evacuation Plans for students who are unable to evacuate the building	Contact LA and discuss individual cases with specialists. Establish alert system for when disabled student enrolls.	Personal Evacuation Plans created in consultation with student and consultant.	July 2023	VP - Facilities	Where needed, students provided Personal Evacuation Plan upon induction.
<b>Long Term</b>	Review access requirements	Meet with Equality team to review requirements	Improved facilities for all	Oct 2024	VP - Facilities	Building meets needs and expected requirements.