



# **SIR ROBERT PATTINSON ACADEMY**

## **ACCESSIBILITY PLAN**

**Date Approved in School:** October 2018

**Date Approved at Governors:**

**Date to be Reviewed:**

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## 1. Aims

Academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind, enabling them to take full advantage of the education and associated opportunities provided by the academy.

We promote equality and inclusion by valuing differences in an increasingly diverse community. In all aspects of educational provision, there will be no discrimination on the basis of age, sex or sexual orientation, gender or gender reassignment, disability, race, colour, religion or belief, creed, special needs, marriage and civil partnership, pregnancy and maternity, national origin, social class, income, or housing circumstances, membership or non-membership of trade unions and involvement or non-involvement in trade union activity or any other status as identified within the European Convention of Human Rights.

This applies equally to staff, students and the wider community.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in academy, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the academy.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person(s) responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for students with a disability</p>	<p>The academy offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>All students are able to access the curriculum</p> <p>Raise students' awareness of disability</p> <p>Allows early intervention where necessary</p> <p>Students are aware of their individual targets</p>	<p>Sharing of needs information with cover staff</p> <p>Timetable review for site access</p> <p>Adjusted curriculum to be suited to students' needs</p>	<p>Cover staff line manager</p> <p>Asst Head – timetabling</p> <p>SLT/HOY/DHOY</p>	<p>On-going</p> <p>April 2019</p> <p>On-going</p>	<p>Differentiation apparent in all lessons</p> <p>Students' awareness of disability is increased</p> <p>Students are able to achieve their potential as appropriate resources are used and targets set according to ability</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes (where possible):</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lift to second floor</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Re-organisation of specialist classrooms to ensure access for all.</li> </ul>	<p>Allows students to access all areas of the academy including specialist teaching spaces and communal areas.</p>	<p>Continuous assessment of site facilities</p> <p>External audits to be carried out</p> <p>Investigate installation of hearing loop</p>	<p>Site &amp; Facilities Manager</p> <p>H&amp;S advisor</p> <p>Disability awareness organisations e.g. Direct Access Consultancy</p> <p>Site &amp; Facilities Manager</p>	<p>On-going</p> <p>Annual</p> <p>April 2019</p>	<p>Students can access areas within a safe and secure environment</p>
<p>Improve the delivery of information to students with a disability</p>	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>		<p>Continuous assessment of site facilities</p> <p>Continuous assessment of classroom resources</p>	<p>Site &amp; Facilities Manager</p> <p>Teaching staff/ learning support dept</p>	<p>On-going</p> <p>On-going</p>	<p>Students can access required information within and outside of the classroom</p>

## Developments

2004	Lift installed to second floor
2005	Disabled parking bays installed - the use of the accessible parking bays are monitored regularly to limit misuse by non-disabled motorists
2008	Hygiene suite installed
2009	Replacement of blinds - improve visibility of whiteboards (on-going)
2011	Secure reception built with disabled access
2015	Access audit carried out
2015	Specialist classroom (Drama) built ensuring disabled access
2015	Ramps installed to allow disabled access to rear of school
2016	Redecoration to include contrasting skirting boards/door frames ensuring easier identification by visually impaired
2016	Dropped kerbs provided to allow wheelchair users immediate access onto the pavement.
2017	Library relocated. Shelving installed at wheelchair-accessible height
2018	LCC refurbishment project: Specialist classrooms (Art/IT) moved within buildings to ensure access for all. Previous rooms become generic classrooms. New changing facilities ensuring disabled access

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Business & Resources Committee.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy
- The academy's development plans