



# Isca Academy

## Accessibility Policy

Policy Date: May 2020

Review Date: May 2021

Review Committee: Performance & Standards

Author of Policy: John Potter

## **ACCESSIBILITY POLICY**

Date of policy: May 2020 – to be reviewed annually

Member of staff responsible: John Potter

Isca Academy strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity.

### **The definition of disability is as below:**

- 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.

### **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

Schools and LEAs must:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans. See the separate Accessibility Plan.

### **Scope of the Policy**

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

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

Isca Academy is a purpose-built building which has taken into account the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as 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, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

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

The curriculum is carefully designed to meet the needs of learners and students access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools are expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual students.

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

Any students requiring additional support are clearly identified on entry to Isca Academy. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. All teachers are issued with a guide to adapting their classroom to meet the needs of pupils. Some students are allocated additional support in morning registration where communication is used extensively and monitored on a daily basis by support staff. Some

students are also allocated a key worker to ensure effective communication with parents as well as children. This part of the duty covers planning to make information normally provided by the school in writing to its students – such as handouts, timetables, textbooks, information about school events – available to disabled students. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the students’ disabilities and students’ and parents’ preferred formats.

### **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:

Equalities Policy  
Behaviour Policy  
Admissions Policy  
SEND policy  
Medication Policy

### **Aims**

Isca 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 against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the school to cater for the needs of students with disabilities
- 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 an equality audit using a cross section of staff, students and parents
2. As a result of the audit, we shall:

- write and action plan which includes targets
  - make the policy and targets known to all teaching and ancillary staff, students and parents
  - monitor the success of the plan
  - the Plan will be reviewed annually by Greg Ireland
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of students with disabilities).

### **Monitoring**

Isca 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 (representation on Parents for Isca, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Priorities Plan for 2020-21

|  | <b>Strategies</b>   | <b>By Whom</b>        | <b>Resources</b>  | <b>Specific aim</b>   |
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| 1. Improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated purposes. | Pupil Passports on SEND students to be regularly updated to highlight measures staff can take to address needs of individual students e.g. not to seat near a window, to seat where lips can be read etc. | JC and Inclusion team | Pupil passports and advice from other agencies as appropriate.  | To enable staff to differentiate effectively for the physical needs of our students.  |
|  | ICT additional support to be reviewed and updated as required with additional training for staff and students as required.  | JC and Inclusion Team | Communication in Print and other programs as required. SEN laptops and netbooks.  | To support students who would benefit from these programs in order to fully access the curriculum and respond to it. (At present although we have these programs they are not well used). |
|  | Students to be supported where recommendations have been made by Occupational Therapy.  | JC and TA Team        | At present students are able to access physio sessions with TA support, toileting support, a differentiated PE curriculum, writing slopes and pen grips. Students can also use coloured exercise books and coloured overlays for reading. | To enable students to have their physical health needs met.   |

Priorities Plan for 2020-21

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|  | <p>Healthcare Plans to be drawn up where physical needs relating to health conditions may impact on education. Staff to action these.</p> <p>All rooms within the building have a Braille overlay on the door sign so blind and visually impaired individuals are able to identify the physical environment and their location.</p> <p>Adjustments to physical environment to be considered as part of exam access arrangements, in line with JCQ guidelines.</p> | <p>JC and Reception staff</p> <p>JC and AMo</p> <p>JC, SS and the Exams Team</p> | <p>Healthcare Plans and medications as required.</p> <p>ROVIC team support, Braille embosser.</p> <p>Separate room, additional invigilators and other arrangements as required.</p> | <p>To ensure students and their parents are consulted about physical needs and actions taken to minimise impact on education/attendance.</p> <p>To enable blind and visually impaired students to navigate their way around the building successfully.</p> <p>To ensure SEND students are not unfairly disadvantaged in their exams.</p> |
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Priorities Plan for 2020-21

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|  | <p>Students who have an EHCP or who have been identified as having additional needs will have a supported transition into Post-16 provision.</p> <p>All students who receive exclusions or high levels of sanctions to have their needs reviewed and additional support as required. Exclusions data to be monitored regularly.</p> <p>Parents, students and staff to be consulted regularly about equality within Isca Academy.</p> | <p>JC/JT</p> <p>JC, BH, JEv</p> <p>JC</p> | <p>Jan Taylor, Careers Co-ordinator.</p> <p>This includes possible mentoring, 1:1 support, social skills lessons, a PSP, Break and Lunch support etc.</p> <p>Regular student focus groups and consultations, Parents for Isca and parental consultations at Parents Evenings, Staff questionnaires and appraisals, other parent/student meetings.</p> | <p>To ensure SEND students are able to access Post-16 provision equally.</p> <p>To ensure that additional unmet needs are not responsible for exclusions/students being unable to access the curriculum successfully.</p> <p>To ensure needs are accurately identified so they can be addressed.</p> |
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Priorities Plan for 2020-21

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| <p>Improving delivery of information to students with disabilities</p> | <p>Use of IT for reading and scribing. Students to have access to IT to facilitate this or a TA may be used.</p> | <p>Exams Team</p> | <p>Read Write Gold, Communication in Print and Windows Dictation available in school. Students also have access to touch typing lessons. Exam Access Arrangements in place for students in Y9 or above. Laptops and netbooks available for use in school.</p> | <p>To ensure students can access resources and information.</p> |
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Priorities Plan for 2020-21

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|  | <p>Dyslexia friendly resources used e.g. coloured exercise books and paper, reading rulers, coloured overlays. Dyslexia-specific interventions are also in place.</p> <p>Training delivered to whole staff team (2019) and subject specific teams (2020) ensuring the use of multi-sensory resources within the classroom to meet the needs of sensory-impaired students.</p> <p>Monitoring of sanctions to ensure they are not the result of unmet needs. Implementation of tariffs in R2L system.</p> <p>Home/School books, reports or emails used to ensure parents can also tell us if needs are unmet.</p> <p>Speech and language interventions run if therapeutic assessment recommends them. Auditory Processing Difficulties interventions also run for students identified as likely to benefit.</p> <p>Pupil passports and additional resources on the F drive produced to help staff differentiate appropriately for the most common forms of need.</p> | <p>AH</p> <p>JC</p> <p>JC and BH</p> <p>Inclusion Team and TA team</p> <p>JC/TA Team</p> <p>JC, JEv/teachers</p> | <p>Coloured exercise books books and papers, reading rulers. TA dyslexia interventions.</p> <p>Babcock visual &amp; hearing impairment advisory teachers, PowerPoints, Assisted Learning Devices, Blindfolds.</p> <p>Inclusion meetings highlight necessary resources which might be required e.g. EP report and actions, mentoring, TA support etc.</p> <p>Home school books or email.</p> <p>SALT and APD resources e.g. Black Sheep.</p> <p>E resources on F drive and Class Charts</p> | <p>To ensure staff are confident when delivering learning that they can meet the needs of all learners effectively.</p> |
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