



# ACADEMY ACCESSIBILITY PLAN

Principal – Ewan McPherson

**Updated September 2016**

Here at Deeplish Academy we are aware that we have a duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the Academy and covers the period from January 2015 to January 2018.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of age, education physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the Academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are able bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the Academy and Academy events. The information should be made available in various preferred formats within a reasonable timeframe.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
<b>Physical environment</b>				
Developments checked for suitability for access / meeting DDA	Academy will seek advice from Academy building support and Rochdale Additional Needs service to ensure compliance with current building regulations etc.	Any new construction work will be fully accessible.	Long term When any building project is identified and implemented.	Ongoing as and when any alterations or extensions to the building are carried out.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
<b>Curriculum</b>				
Appropriate training for staff to meet the needs of any children with SEN.	SENCo will review the needs of any children with specific issues and identify training providers, within school or through external providers.	Children able to make good progress with their learning due to quality provision.	When necessary – when any specific needs are identified.	Staff training completed each academic year. With the support of outside agencies.
Appropriate staffing to enable any children with specific needs to be able to access the entire curriculum	SENCo and SLT will review any specific barriers to learning and where appropriate, move staff or recruit additional staff to meet these additional needs.	Children able to make good progress with their learning through additional adult support.	When necessary – when any specific needs are identified.	All children with EHC plans receive 1:1 support and the targets identified within their plan are worked towards within a differentiated curriculum
Review equipment / furniture for suitability of chd's needs	SENCo and SLT will review any specific barriers to learning and where appropriate, provide suitable equipment to support learning.	Children able to make good progress with their learning through appropriate additional resources.	When necessary – when any specific needs are identified.	Specific personal resources purchased to facilitate children's learning. Advice from outside agencies is also sought to ensure these are fit for purpose and will best meet the needs of the child.
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when	SENCo & class teacher will ensure that appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.	At least annually during test periods.	Modified tests are ordered and application for readers and extended time scales are made annually prior to the test

required.				dates.
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<b>Written Information</b>				
Ensure the Academy website provides all legal information required for parents / carers	SLT to ensure that the website complies with F-T website lists.	Parents have access to all appropriate information through the website.	By end of spring term 2015.	Updated September 2016
When requested, provide information in appropriate formats for parents / carers.	SLT / ABM and SENCo to research different methods of providing written information when requested by parents / carers.  InPage Urdu to be installed on the computers of the Pastoral Lead and Parent Support workers computer.	Parents / carers are fully informed about Academy life, policies and procedures.	As and when necessary.  Autumn Term 2016	Letters are currently verbally translated wherever possible to ensure parents are informed about Academy life.  A number of staff are employed by the Academy who speak the most prominent within languages in the community.  The Academy is currently using a company of translators for languages not spoken in school e.g. Slovakian.