

# All Saints' Catholic Voluntary Academy

## Policy Document

*All Scripture is breathed out by God and profitable for teaching, for reproof, for correction, and for training in righteousness, that the man of God may be competent, equipped for every good work.*  
*Timothy 3:16-17*

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**Policy:** Accessibility Policy

**Prepared for:** All Saints' Catholic Academy Trust

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(Formerly an Aquinas Catholic Academy Trust policy until 2018)

### Approval

| Approved by    | Approval date | Review Date  |
|----------------|---------------|--------------|
| Headteacher    | January 2015  | January 2017 |
| Head of School | October 2018  | October 2020 |
| Headteacher    | October 2020  | October 2023 |
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## 1 Introduction

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:-

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled students

## 2 The Policy

### 2.1 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."

### 2.2 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 school 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

### 2.3 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 (appendix A).

## **2.4 The Accessibility Plan**

The plan is summarised below

- In performing their duties, the Directors, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (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.

## **2.5 Personal Emergency Egress Plan (PEEP)**

There is a legal requirement for an employer to produce a PEEP for all people with specific or additional needs.

Failure to make provision for the safe evacuation of a person with disability constitutes a failure to comply with requirements of the fire safety legislation and may also be viewed as discrimination under the Disability Equality Duty and Equality Act 2010.

The Governing Body of an Academy would be the 'Nominated Property Officer'

This responsibility might be delegated to a 'Nominated Property Contact' e.g. SENCO or Site Manager

The NPO/NPC is required to fulfil such obligations under the Equality Act 2010

i.e. to carry out a risk assessment, and compile and complete a Personal Emergency Egress Plan (PEEP) for any person with disability.

## **2.6 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.

### **b) Physical environment**

The Academy has in place disabled access to many of its facilities and has ensured that such access is regularly maintained. The Academy has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the Academy will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

### 3 Appendix A - Accessibility Action Plan

| Action                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Time Scale/Notes                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Communication</b><br>ICT Manager to check website for ease of access for disabled users                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2015                                                                                                                                                                                                                                                                                                       |
| <b>Improving access to the Curriculum</b><br>Monitor disabled pupils' achievements in exams<br>Monitor the attendance of disabled pupils<br><br>Ensure that all teaching staff of disabled students are informed of individual pupils' needs<br>All students requiring wheelchair access to be accommodated in appropriate teaching rooms for their subject                                                                                                                                                                                                                                                                                                                                                                                                   | Ongoing<br>Ongoing<br><br>Support plans in place and available to staff – ongoing<br>Ongoing timetable changes made as necessary                                                                                                                                                                                  |
| <b>Premises</b><br>The main school was built around 1974 and is spread over a large area. The school has a number of stand- alone buildings and porta- cabins .<br>Wherever possible the school has incorporated measures to improve the standard of the facilities in line with legislation.<br>If a member of staff or student with an accessibility issue is admitted to the school a risk assessment will be carried out and where practical, measures put in place to assist their accessibility.<br><br>No access for wheelchair users to upper floor levels<br>No power assisted door entry or key code system for wheelchair height<br>Not all Porta cabins are accessible by disabled users due to steps<br>Parking for vehicles of Disabled persons | Ongoing<br><br><br><br><br><br>Lift available to first floors where practicable<br>Assistance provided as and when required<br><br>Ramps provided where practicable. Room changes made to timetable when necessary<br>Provision made for parking at front of school.<br>Yellow lines to be re-painted Summer 2015 |
| <b>Fire</b><br>A personal emergency evacuation plan (PEEP) will be carried out for every disabled student or staff member                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ongoing                                                                                                                                                                                                                                                                                                           |