
Accessibility Plan

Responsible Person: Director of Finance & Resources

Approved by: Finance and Resources Committee

Date of Last Approval 13/01/2022

Next Review Date: 13/01/2025 (3 yearly)

Policy Applicable to: The Deaf Academy

Contents

1. Aims	1
2. Legislation and guidance	2
3. Plan.....	3
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit	9

1. Aims

Schools 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 pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The development of effective learning is the main priority of the Deaf Academy. Our aim is to provide all students with a broad, balanced and differentiated curriculum within a safe, secure and supportive environment that fosters self-esteem, equips students to meet the challenge of further education, independent living or employment, instils a sense of good citizenship, and provides a framework for lifelong learning.

All students at the Deaf Academy have a learning difficulty or disability, a physical or sensory impairment or disability, or any combination of cognitive, physical, emotional, sensory or health factors that affect their access to learning.

The Academy aims to identify and remove barriers for disabled students in every area of Academy life. We try to achieve this by

- setting suitable learning challenges
- responding to student's diverse needs
- overcoming potential barriers to learning and assessment

The Academy aspires for all students to participate fully in all aspects of Academy life. These include sporting activities, art, music, dance and other creative work, educational visits including residential journeys and progression to a broad range of accreditation pathways. The Deaf Academy has an inclusive ethos and welcomes all children, young people and other visitors to the Academy regardless of impairment, gender or ethnicity. The Academy is built on several levels and generally has reasonably good physical access, in terms of its buildings. However, the Academy continually seeks to improve provision, the learning environment, access to the Academy site and all its amenities, as well as to improve the ways in which we provide information to parents and the wider Academy community.

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

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

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

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

The views of a number of stakeholders will contribute to further reviews of this Accessibility Plan.

We are aware of the need to expand this aspect of our work to the wider community of students, their families and other regular visitors to 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. 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.

Aim	Current good practice <i>Including established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure equal access to the curriculum for all students.	A new curriculum was designed and implemented in 2020-21 that is being implemented across school and college.	See Education QIP	See Education QIP	Assistant Principal of Education/Assistant Principal of Student Support and Development/Principal	Ongoing	See Education QIP
To improve and maintain access to the physical environment	The Academy moved to brand-new purpose-built campus in September 2020. The new campus grounds and buildings were designed specifically to meet accessibility needs of students for all stages of education. The campus is designed in line with Part M of the building	Regular maintenance and monitoring. Accessibility of physical environment is reviewed yearly and also every time new students start to ensure it meets their needs. ROVIC assessments are	Weekly visual inspections and maintaining servicing as per H & S law. Issues identified with colour and location of fire beacons. Additional beacons to be added that flash red and are wall mounted to be in line of sight.	Estates and Facilities Manager, Facilities Team, Therapy team and Assistant Principal Education.	Ongoing Wiring works complete by Dec 2021. Install by Feb half term 2022. Sept 2021 – annually	Access to environment maintained. Fire beacons installed and working effectively. Accessibility needs are addressed and reviewed,

	<p>regulations with reference where appropriate to BS8300 “Design of an accessible and inclusive built environment” and Building Bulletin 102: disabled children and children with SEN. Further to this the design team worked with the Academy to develop bespoke designs to suit the specific needs of Deaf people.</p> <p>The existing Weston Theatre was also remodelled to suit the schools needs including additional acoustic treatment.</p> <p>The environment is designed to suit the needs of pupils.</p> <p>This includes:</p> <p>Generally level access with compliant ramps where required.</p>	<p>carried out for visually impaired students and action taken as necessary.</p>	<p>Meet with relevant teams to ensure any pupils for new academic year/starting mid-term’s individual needs are addressed and what requirements are needed to ensure school is accessible to them.</p> <p>Keep up to date with legislative changes,</p>		<p>Sept 2021 - annually</p>	<p>physical environment maintained and improved.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------	------------------------------------------------------

	<p>Accessible parking bays and enlarged drop off area.</p> <p>Wider circulation routes to suit wheelchair users and those communicating with BSL.</p> <p>Fire Alarms complemented with Visual beacons to alert deaf people.</p> <p>Vibrating pillow pads for residential students.</p> <p>Wheelchair accessible part M compliant lifts in all buildings.</p> <p>Accessible toilets and Hygiene Rooms with changing and lifting hoists.</p> <p>Evac chairs.</p> <p>Height adjustable desks in classrooms and ICT suite.</p> <p>All finishes designed to meet visual</p>					
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

	contrast requirements.					
To ensure publications and displays are accessible for all staff and students	<ul style="list-style-type: none"> • Live English • Pictorial or symbolic representations 	Posters	Information. Ongoing use of QR codes in Academy publications.	Marketing team	Ongoing	Publications are deaf friendly.
To continue to train staff to enable them to meet the needs of children with SEND	MSI training for staff at the academy British Sign Language up to Level 3.	Staff are equipped with the skills to work with pupils with additional complex needs Staff have the voice to share concerns.	a) Review staff training needs. b) Continue to enable staff to refer concerns about children to the Therapeutic Team regarding SEND need.	Education Leadership Team	Ongoing	Regular monitoring of staff needs related to SEND pupils, progress and meeting their wider needs. Therapeutic team meets regularly to discuss referrals – actions fed back to teachers.
To provide specialist equipment to promote participation in learning by all pupils.	Onsite Occupational therapist Onsite Educational audiologist Onsite Physiotherapist	Ensure that in all curriculum areas students are assessed and provided with the equipment they need to make academic progress.	a) Assess the needs of children in each class, and on a case-by-case basis, to ensure that equipment is appropriate to their needs. b) the therapeutic team to ensure equipment is relevant on an ongoing basis	Therapeutic Team	Ongoing	Specialist equipment such as pencil grips, writing slopes, large calculators etc are purchased as required to support learning needs.

			through close liaison with Education staff			
To meet the needs of individuals during statutory end of KS tests.	<p>Pupils are currently assessed due to their individual needs.</p> <p>Students have additional resources supplied such as extra time, British Sign Language interpreter, Scribe.</p>	Ensure that all students have ongoing yearly assessments and mock exams to prepare them for examinations.	<p>Children will be assessed in accordance with the standards and testing agency guidelines.</p> <p>Those who regularly require modifications to support their needs will have changes made as necessary.</p>	Education Leadership team	Ongoing	<p>We support the needs of those who require modifications to test practice.</p> <p>Children feel comfortable and are able to undertake tests in an environment that suits their learning needs, and to which they are accustomed.</p>

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 Senior Leadership Team and the Finance & 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 information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Child Protection Policy
- Equal Opportunities Policy
- Educational Visits policy