



NEWMARKET ACADEMY

## **Accessibility Policy and Plan**

<b>Policy Title</b>	<b>Accessibility Policy and Plan</b>
<b>Policy Created / Amended</b>	<b>May 2021</b>
<b>Policy Ratified</b>	<b>At the LGB meeting of 13<sup>th</sup> May 2021</b>
<b>Policy Review Date</b>	<b>May 2022</b>

## **Context**

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements of The Equality Act 2010 (schedule 10, relating to disability). Reference has also been made to The Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to school for disabled pupils" issued by DCSF (DfE) in July 2002.

This policy should be read in conjunction with other academy policies: SEND, Equality, Diversity and Community Cohesion, CPD, any Personal Emergency Evacuation Plans (PEEPS) and Safeguarding.

School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over 3 years.

## **Definition of disability**

The Disability Discrimination Act (1995):

*"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities."*

## **Principles**

- Compliance with the DDA is consistent with the Academy's aims and Equality, Diversity and Community Cohesion policy and the operation of the Academy's SEND Policy.
- The Academy recognised its duty under the DDA (as amended by the SENDA): not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services; not to treat disabled students less favourably; to take reasonable steps to avoid putting disabled students at a substantial disadvantage; to publish an accessibility plan.
- In performing their duties, Governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002)
- The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out everyday activities including learning. The Academy respects parents' and students' rights to confidentiality.
- The Academy provides all students with a broad and balanced curriculum, tailored and adjusted to meet the needs of individual students by overcoming barriers to learning.

## Aim

To reduce and eliminate barriers to accessing the curriculum and aid full participation in the school community for current and prospective students with a disability. To ensure disabled parents, carers and visitors have equal access to all information, events and meetings.

1. Newmarket Academy is committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their 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.
2. Newmarket Academy plans, over time, to ensure the accessibility of provision for all students, staff and visitors to the school.
3. The Academy will always ensure that it reviews its Accessibility plan in order to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for students with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure students with a disability are as, equally, prepared for life as able-bodied students; (if a school fails to do this they are in breach of DDA). 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 students in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Academy will seek and follow the advice of LA services (specialist teacher advisers and appropriate health professionals).
5. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and diversity. The terms of reference for all Governors' committees will contain an item on "having regard to matters relating to Access".
6. The school brochure will make reference to this Accessibility Plan.
7. The School's complaints procedure covers the Accessibility Plan.
8. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.
9. The Plan will be monitored through the Curriculum and Premises Committees of the Governors.
10. The Plan will be monitored by Ofsted as part of their inspection cycle.
11. We acknowledge there is a need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Newmarket Academy – Disability Equality Action Plan	2017-2018 Review Date Oct 2018	2018 – 2019	2019 – 2020	2020-2021	2021-2022	2022-2023
To ensure records of disabled students are complete and up to date.	<p>Register of disabled students reviewed annually.</p> <p>Contact with primary schools made early 2018 to support planning for transition September 2018.</p>	<p>Register of disabled students reviewed annually.</p> <p>Contact with primary schools made early 2019 to support planning for transition September 2019.</p> <p>Visits to primary feeder schools to support transition.</p>	<p>Register of disabled students reviewed annually.</p> <p>Contact with primary schools made early 2020 to support planning for transition September 2020.</p> <p>Visits to primary feeder schools to support transition. – this was unable to happen as much in person due to COVID but virtual meetings were held by the school and some in person meetings happened in smaller groups</p>	<p>Register of disabled students reviewed annually.</p> <p>Contact with primary schools made early 2021 to support planning for transition September 2021.</p> <p>Visits to primary feeder schools to support transition are being completed when possible, virtual meetings are being held with outside agencies, schools and parents</p>		
Monitor attainment levels of disabled students.	<p>Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor.</p> <p>Review accessibility arrangements.</p>	<p>Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor.</p> <p>Review accessibility arrangements.</p>	<p>Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor.</p> <p>Review accessibility arrangements.</p>	<p>Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor.</p> <p>Review accessibility arrangements.</p>		

Monitor inclusion of disabled students in School teams, events, Ambassadors, trips, responsibilities in school.	Record participation of all students  (see separate spreadsheet)	Record participation of all students	Record participation of all students	Record participation of all students		
---	--	--------------------------------------	--------------------------------------	--------------------------------------	--	--

**Staff**

Monitor applications for posts including reasons for rejection of disabled applicants.	Part of existing HR processes					
To interview all applicants who meet the minimum criteria for a job vacancy and consider them on their abilities.	Part of existing HR processes					
All disabled members of staff to be offered at least a yearly meeting with their line manager on their needs, adjustments and development.	Part of existing HR processes					
Make every effort if employees become disabled to ensure they stay in employment.	Part of existing HR processes					

**Parents**

Ensure disabled parents are supported to access information about their child's progress at school.  <i>Access around the building, Sign language interpreter, braille, large print, audio versions.</i>	Adjustments are made to meet disabled parents at the time of organising meeting including choice of room, or any other adjustments required	Adjustments are made to meet disabled parents at the time of organising meeting including choice of room, or any other adjustments required	Adjustments are made to meet disabled parents at the time of organising meeting including choice of room, or any other adjustments required	Adjustments are made to meet disabled parents at the time of organising meeting including choice of room, or any other adjustments required		
<b>Buildings</b>						
Accessible toilets for students in science block.				The Sanctuary is being serviced and any repairs will be completed		
Accessible Toilet in Main block				Accessible toilet next to main hall can be used, and the Student Centre accessible toilet is completed		
Access through school building. Ultimate aim to ensure the whole building is fully accessible.	Step lift to be installed at the steps outside the hall – issue with height of steps and length of slope required.		Repair/replace main hall ramp – did not occur due to COVID	Repair/replace main hall ramp this is being investigated as we will be receiving a student who uses a wheelchair  Lifts investigated but building found to be incompatible with lifts, stair climbers or chair lifts		
	Access to the 6th form area (now refurbished SEND area) to be improved to allow wheelchair users to enter/exit and access the levels. - Completed		Review of impact of new SEND area – more students accessing interventions and using specialist teaching area			

			Prepare for opening of Polaris. Review of integration of Specialist Unit Students to Main School – unable to complete due to COVID bubbles	Review of integration of Specialist Unit Students to Main School – will occur as soon as possible in line with COVID restrictions		
--	--	--	--	---	--	--