



NEWMARKET ACADEMY

Accessibility Policy and Plan

Policy Title	Accessibility Policy and Plan
Policy Created / Amended	May 2020
Policy Ratified	At the LGB meeting of 21st May 2020
Policy Review Date	May 2021

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	2015-16 Review Date July 2016	2015 -2016 Review Date Oct 2016	2016 -2017 Review Date Oct 2017	2017-2018 Review Date Oct 2018	2018 – 2019	2019 - 2020
Students						
To ensure records of disabled students are complete and up to date.	SEN register maintained and updated. Contact with feeder primary schools	Register of disabled students reviewed annually. Contact with primary schools made Summer term 2016 to support planning for transition 2016.	Register of disabled students reviewed annually. Contact with primary schools made early 2017 to support planning for transition September 2017.	Register of disabled students reviewed annually. Contact with primary schools made early 2018 to support planning for transition September 2018.	Register of disabled students reviewed annually. Contact with primary schools made early 2019 to support planning for transition September 2019. Visits to primary feeder schools to support transition.	Register of disabled students reviewed annually. Contact with primary schools made early 2020 to support planning for transition September 2020. Visits to primary feeder schools to support transition.
Monitor attainment levels of disabled students.	Disabled students identified on School data tracking system. SLT monitor progress and attainment of disabled students in regular line management sessions including questions on whether accessibility is a barrier to progress.	Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor. Review accessibility arrangements.	Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor. Review accessibility arrangements.	Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor. Review accessibility arrangements.	Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor. Review accessibility arrangements.	Robust target setting in place through curriculum and pastoral support. Key professionals to review and monitor. Review accessibility arrangements. Repair/replace main hall ramp.
Monitor inclusion of disabled students in School teams, events, Ambassadors, trips, responsibilities in school.	Record participation of all students. Review and publish data data termly. Data to inform future actions.	Record participation of all students	Record participation of all students	Record participation of all students (see separate spreadsheet)	Record participation of all students	Record participation of all students

Staff

Monitor applications for posts including reasons for rejection of disabled applicants.	Ongoing every year.					
To interview all applicants who meet the minimum criteria for a job vacancy and consider them on their abilities.						
All disabled members of staff to be offered at least a yearly meeting with their line manager on their needs, adjustments and development.						
Make every effort if employees become disabled to ensure they stay in employment.	Working conditions adjusted for 1 member of staff. Specialist equipment provided.					

Parents

<p>Ensure disabled parents are supported to access information about their child's progress at school.</p> <p><i>Access around the building, Sign language interpreter, braille, large print, audio versions.</i></p>	<p>Parents' evenings: invitations to explicitly say that parents who cannot access the main hall will be accommodated elsewhere or other arrangements made.</p>					
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Buildings

<p>Accessible toilets for students in science block.</p>	<p>Complete refurbishment.</p> <p>Meeting with OT and SEN adviser to establish plan for development. To include: new plinth, accessible toilet, accessible hand wash basin, hoist, improved lighting and ventilation, new window, general decorating and associated works.</p> <p>Refurbishment is now complete.</p>					<p>Prepart for opening of MLD unit. Review of integration of Specialist Unit Students to Main School</p>
<p>Accessible Toilet in Main block</p>		<p>Clear out equipment stored in the room.</p> <p>Raise hand wash basin or replace.</p> <p>General decoration.</p>				
<p>Access through school building. Ultimate aim to ensure the whole building is fully accessible.</p>	<p>Survey the school.</p> <p>See accessibility survey.</p>	<p>Provide ramped access from reception area to main social area at the bottom of "C" staircases.</p> <p>Provide ramped access outside the 6th form area.</p> <p>Snack Shack to be made accessible for wheelchair users – lengthen and widen the ramps.</p> <p>Thresholds to be made level across the site.</p>		<p>Step lift to be installed at the steps outside the hall – issue with height of steps and length of slop required.</p>		
				<p>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</p>		<p>Review of impact of new SEND area</p>