



# SEAHAVEN ACADEMY

## Accessibility Plan 2021-2024

Updated: September 2021

Next Review: September 2024

(Policy agreed by LGB 18.11.2021)

## **Seahaven Academy Accessibility Plan 2021-2024**

**3-year period covered by the plan:** September 2021 to September 2024

Plan agreed: September 2021

Plan Review: September 2024

Lead member of staff: Stephanie Pitts, Business Manager

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **The School's Context**

We are community school for boys and girls age range 11 years to 16 years. The school comprises of several buildings covering a large site, of four storey construction.

The School's Aims:

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The Disability Discrimination **Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by the following group who consisted of:

- **SEN Governor**
- **Headteacher**
- **SENCo**
- **Business Manager**

### **The Purpose and direction of the Academy's plan: vision and values**

The Academy is committed to reducing and eliminating barriers of access to the curriculum and facilities, and so ensure the fullest participation reasonably possible for all students, staff and visitors with a disability.

The Academy has set the following priorities for the development of the vision and values that inform the plan:

- Access into the Academy for disabled users.
- Environment to assist disabled users in accessing facilities safely.
- Ensuring that the resources made available to disabled students (and staff) are relevant, practical and effective.

### **Common student disabilities and access strategies**

#### Students with eyesight disabilities:

Resources are provided to enable all students to access the curriculum and extra curricula events/activities, including electronic magnifiers, laptops and Teaching Assistant support both in the classroom and in the preparation of personalised (e.g. magnified, correctly contrasted) resources. Activities accessed include trips abroad.

#### Students with hearing disabilities:

All students have hearing aids. A hearing loop installation was part of the new design brief. Currently no training has been provided for this. This will become a priority if we have students in need of this equipment.

#### Students are diagnosed as suffering from ADHD/BESD/ASD/ASC/PD:

Pastoral Assistants are assigned to a year group to support students and each student receives support during identified lessons from Senior Teaching Assistants. Personalised learning plans are developed and may include one to one working as necessary. Students are not excluded based on behaviour related to their disability unless the student puts themselves and/or others at risk despite reasonable adjustments having been made. Where change of

teaching staff is identified (i.e. through staff absence), students may be withdrawn where appropriate and reasonable, to avoid the upset that change of staff brings with it.

#### Students with mobility issues:

Access to the lifts is granted and students are given the ability to leave classes early to give more travel time and avoid the greater student numbers during normal class transition time. Where applicable students might be escorted by another fully mobile student.

All staff are made aware of the students with disabilities through SIMS and where appropriate the SEN register which is posted on the shared staff network drive, and through communication from the SENCO. This information is also shared via email, staff bulletins and briefing as necessary. The Academy Welfare Officer communicates to staff on any particular medical issue.

The Academy has set the following priorities for the development of information and data to support the Academy's accessibility plan:

- DDA students are monitored both within and separate to the SEN register with analysis of data to ensure that under achievement is tackled, and over achievement is recognised to allow dissemination of good practice.
- Views of those consulted during the development of the plan.
- Students with disabilities that fall outside of the experience of the Academy are consulted (along with parents) both before they join and after they have had time to assess any support/modifications to the environment that have been undertaken. Any deficiencies identified which are reasonable for the Academy to respond to are then addressed.

#### Consulted individuals, groups, bodies:

- Parents of disabled students.
- Disabled students.
- Disabled parents.
- Disabled visitors.
- DDA legislation.

Consultation is taken every time a student joins the Academy with a disability to ensure a personalised approach that will best enable that student to achieve.

The main priorities in the Academy's plan

The Academy build is fully DDA compliant, granting access to all learning and circulation areas for disabled users. The main priorities are in ensuring individual student, staff and visitor needs are catered for.

Increasing the extent to which disabled students can participate in the Academy Curriculum:

- ICT will be continued to be used appropriately to both enhance and enable access to the curriculum.
- Appropriate deployment of learning support will continue, with needs assessed on a personal basis.
- Disabled students will be placed, when appropriate, in supportive mentor groups.
- Timetables will be written to best support the learning of disabled students, with targeted intervention where appropriate.

The Academy has set the following overall priorities for increasing curriculum access:

- Continue to provide appropriate resources, staffing and equipment (including IT).
- Improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services:

The Academy has benefited from a 2007 new build and 2020 extension with all DDA compliance aspects designed in.

Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:

- Where appropriate such information is provided in magnified format as well as verbally.

The Academy has set the following priorities for providing information for disabled students:

- Ensuring that visually disabled students are informed verbally of relevant information and that information is provided in readable format, or equipment is provided to enable students to read information (i.e. magnifiers, tablets).

## **Making it happen**

### Management, coordination and implementation:

Actions related to accessibility for individual students and staff are not delayed by paperwork planning. Assessments of need are made at an early stage and addressed, with funding sought where appropriate.

Other policies and plans that link to the accessibility plan are:

- Academy improvement plan.
- SEN policy.
- ICT strategy.
- Health and safety policies.

Implementation is the responsibility of the Business Manager working with the SENCO, Site Team, member of SLT responsible for students to secure physical resources.

The Academy has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Continuing to maintain clear communication between the all department and the Business Manager, SENCO, SLT, the Site Team and all relevant teaching and non-teaching staff to ensure that issues relating to accessibility are addressed in a timely and effective manner.
- Continuing to ensure funding is available to support the purchase of necessary resources to support disabled students and staff.

**Getting hold of the Academy's plan**

The Academy makes its accessibility plan available through the Office 365/Seahaven SharePoint under Communication/Staff/Polices and through its website.