



# **Accessibility Policy & Plan**

## Accessibility Policy and Plan

Definition (Equality Act 2010)

‘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’.

### 1. Introduction

This policy and plan is drawn up in accordance with the planning duty in the Equality Act 2010 (which replaces the Disability and Discrimination Act 1995) and has placed the following three key duties on schools:

- 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
- To plan to increase access to education for disabled students

### 2. Key Objectives

- 2.1 To reduce and eliminate barriers for disabled students to access the curriculum and to ensure full participation in the Academy community for students and prospective students with a disability.
- 2.2 To ensure that the needs of disabled staff and parents/carers of students are accommodated in the school environment as far as is reasonably practical.
- 2.3 The Equality Act 2010 specifies that an Accessibility Plan should:
  - Increase the extent to which disabled students can participate in the curriculum
  - Improve the physical environment of the Academy to enable disabled students to take better advantage of education, benefits, facilities and associated services
  - Improve the availability of accessible information to disabled students

### 3. Principles

The Academy recognises its duty to:

- Ensure compliance with the Equality Act is consistent with the Academy’s Equal Opportunities Policy; the operation of its SEND 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 placing disabled students, staff and parents/carers at a substantial disadvantage

#### 4. The Accessibility Plan

The plan is shown in Appendix A and summarised below:

- in performing their duties, the Board of Directors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002)
- the Academy recognises and values parents and carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects both theirs and their 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

#### 5. Activity

This section outlines the main activities and facilities which the Academy already has in place or is planning to introduce in order to achieve the key objectives.

##### 5.1 Education and Related Activities

The Academy already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated in order 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.

##### 5.2 Physical Environment

The Academy has in place full disabled access to all its facilities including all external parts of its site.

The Academy has ensured there are sufficient washroom facilities designed specifically for disabled users together with a number of dedicated hygiene suites. The Academy has two lifts and a number of refuge areas on the staircases. There is also an arrangement with another School sharing the site which allows access via the first floor to its premises in an emergency. 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 to the site, including improved access, lighting, acoustics and colour schemes on staircases.

## **6. Provision of Information**

The Academy has in place conformance to web content accessibility which ensures the web content for the Academy is more accessible to users with disabilities as well as being of benefit to all users.

## **7. Policy Review**

This policy has been adopted by the Board of Directors and approved on an annual basis unless a significant change requires agreement outside this timescale. In the intervening period it is reviewed as necessary by the policy owner and any resultant changes other than minor amendments will be brought to the attention of the Board of Directors.

**\*Please note: Site specific policies are available in the site office (compiled by a third party)**



## Appendix A - Accessibility Plan

	Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Short Term	At Sirius Academy we are committed to providing a fully 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 further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.	Provide students with a fully accessible environment committed to their individual needs to publicise through the website.	The Academy has resources in place to meet the requirements of all.	Ongoing	All students, staff, visitors and parents have a fully accessible environment in the Academy.
Short Term	Sirius Academy is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors. However, we will continue to strive to ensure that this is prioritised and taken into consideration when planning future developments.	Ensure all areas of the Academy enable accessibility to all.	The Academy has accessibility throughout to meet the requirements of all.	Ongoing	All students, staff, visitors and parents have a fully accessible environment in the Academy.
Short Term	The Academy will be alert to any needs arising from the requirements of newly enrolled Year 7 and Year 12 students each year in addition to in-year entrants where accessibility issues may arise.	To ensure prior knowledge is gathered regarding new students' additional needs and accessibility issues.	The Academy has resources in place to meet the requirements of new students with accessibility issues.	Annually	New students are integrated into the learning environment quickly and easily with no major disruption to their study.

Short Term	Raise awareness of all employees of the definitions of disability as defined in the DDA and their rights in terms of the DDA.	Publicise the information through the website.	All employees are aware of the issues and have an understanding of how this impacts in Disability Equality in respect of their employment and the students' entitlement.	Annually	Quality of the learning experience for all students and quality of teaching/support improved with wider use of technology and practices.
Short Term	Monitor the physical environment to identify areas that may require attention.	Regular visual inspection of: steps, stairways, kerbs, exterior surfaces, parking areas, entrances and exits, internal doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, floor coverings.	Urgent items for consideration will have been identified to enable remedial work to be undertaken where necessary.	Ongoing	Visual inspection undertaken.
Short Term	Every teacher and member of support staff is aware of the issues surrounding accessibility to the curriculum with particular reference to visual, hearing of physical impairment.	All staff are aware of students' additional needs and accessibility needs through the SEND provision map and Progresso.	All teachers are aware of the optimal requirements and are making every effort to ensure that they are being met or that awareness has been raised with the relevant person(s).	Annually	Every classroom/work area is optimally organised for students with disabilities as far as is practically and reasonably possible.
Short Term	Every classroom/work area is optimally organised for students with visual, hearing or physical impairment	Identify the areas in most need of alteration and prioritise. Investigate cost implications and plan for inclusion in the budget cycle.	Potential requirements are identified, and subject to cost implications measures taken to accommodate these types of students.		Every classroom/work area is optimally organised for students with disabilities as far as is practically and reasonably possible All students irrespective of level of impairment are equally able to access the curriculum.

