

Jerry Clay Academy



Accessibility Plan

2016 - 2017

This policy should be read with the following policies;

- **Disability and Special Educational Needs Policy**
- **SEND Code of Practice (June 2014)**
- **Equality Act 2010**

Agreed by:

Governing Body

Review date:	October 2017
Previous review date:	August 2016

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 1995 aims to end the discrimination that faces many people with disabilities. This Act has been significantly extended, including by the Disability Discrimination (NI) Order 2006 (DDO). It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licences

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.'

The purpose and direction of the Academy's plan: vision and values

At Jerry Clay Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Jerry Clay Academy promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our academy strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics;

- age

- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the academy's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Accessibility Plan: Sept 2016-2017

	Objectives	Action			Timescale	Monitoring Method: Who? How?
		How	People	Resources		
1	Improve access for pupils who may experience difficulty moving around the school.	<i>Ensure care plans are in place to support all pupils with mobility difficulties</i>	SLT SEN/Inclusion team Parents	<i>Accessibility and Care Plan Planning time for SENCO</i>	<i>On-going</i>	Governors Head Teacher SLT
2	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEN.	<i>Update DSEN policy and staff handbook School to seek advice from experts.</i>	SLT LA Services for Education SENART	<i>Staff training costs Visiting speakers/trainers</i>	<i>On-going</i>	Head Teacher SLT Inclusion Lead Teachers
3	Ensure that the curriculum is constantly evolving and meeting the needs of all pupils.	<i>Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability equality via</i> <ul style="list-style-type: none"> • <i>Staff meetings.</i> • <i>PSHE lessons.</i> • <i>Assemblies.</i> 	<i>Disability Rights Commission All school staff</i>	<i>Updating resources where needed to reflect diversity</i>	<i>On-going</i>	<i>TAs. Other Support staff.</i>
4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. Risk assessments.	Head Teacher SLT Educational Visits Leader Visit leaders	<i>Leaders planning time for risk assessments Pre-visits where possible</i>	<i>Reviewed July 2016 then On-going</i>	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils

5	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	PE Leader Leaders of after-school clubs	Budget for clubs provision New equipment as needed	Reviewed July 2016 then On-going	Head Teacher Feedback from parents and pupils
6	Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff Subject leaders Advisors for sensory impairments Subject advisors	curriculum costs Resources Subject leader release time	Reviewed July 2016 then On-going	Head Teacher SLT SENCO

