



CECIL JONES

ACADEMY

Accessibility Plan

October 2016-2019

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1. Introduction

This plan was formulated in consultation with the SEN coordinator and a cross section of academy staff and students.

Cecil Jones Academy vision is;

- To create a unique and outstanding place of learning for everyone
- We have a relentless pursuit of excellence which guides all aspects of academy life
- We aspire to become a world class organisation

Cecil Jones Academy values are;

- Resilience
- Achievement
- Independence
- Strength
- Excellence

2. Definition of disability (Equality Act 2010)

- 2.1. Someone with a physical or mental impairment
- 2.2. The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities
- 2.3. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

3. Discrimination

We recognise our duty under the Equality Act 2010. The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a academy or other education provider to treat a disabled student unfavorably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Cecil Jones Academy must not treat disabled students less favorably and take reasonable steps to avoid putting disabled students at a substantial disadvantage under their 'reasonable adjustment' duty.

4. Scope of the plan

This plan covers all three main strands of the planning duty:

- 4.1.** Improving the physical environment of academy for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services.

Currently at Cecil Jones Academy all students can access the curriculum regardless of disability. The academy was built in 2011 and is DDA compliant.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, blinds, induction loops and way-finding systems.

- 4.2.** Increase the extent to which disabled students can participate in schools' curriculums.

The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum. No students cannot access learning at Cecil Jones Academy .

Teaching and learning is accessible through academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

- 4.3.** Improving the delivery of information to students with disabilities.

Any students requiring additional support are clearly identified on entry to Cecil Jones Academy . Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some students are allocated additional support from support staff.

5. Other related policies

Equality for disabled students is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Single Equality
- Behaviour for Learning
- Admissions policy/criteria
- Academy improvement plan
- Educational visits and trips
- SEND policy

6. Aims

Cecil Jones Academy aims to include all students, including those with disabilities in the full life of the school. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-academy activities including all academy trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate
- planning the physical environment of the school
- raising awareness of disability amongst academy staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

6.1. Actions to ensure equality for students with disabilities:

- a) We shall undertake a disability review using a cross section of staff, students and parents
- b) As a result of the review, we shall:
 - write an action plan which includes targets
 - make the policy and targets available to all teaching and ancillary staff, students and parents
 - monitor the success of the plan
 - the plan will be reviewed by senior leaders

6.2. Monitoring

Cecil Jones Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the academy (representation on Parent Council, attendance at parents' evenings, in the classroom, academy productions, sports day, fetes etc.)

6.3. Short Term

Timescale	Action	Strategies	By Whom	By When	Resources
Short Term	Responsibility for disability goes to equality team	Health and Safety Team	Technical Manager	April 2016 – Met (repeated termly)	
	Identify target groups	Equality team to ensure target groups are identified initiate conversations regarding SIMS categories.	SENCo	April 2016 – Met (repeated termly)	SEN register up to date. SIMS monitoring of equality.
	Request LA ask parents for equality information	Targeted communications required for our parents. LA needs to inform us of information that may prevent clear communication.	SENCo	April 2016 - Met	
Medium Term	Regularly review monitoring of equality	Schedule and minute termly equality meetings. Ensure analysis of groups is included in data reports and information is fed back to committee/staff.	Technical Manager	July 2016 - Met	SEN register up to date. SIMS monitoring of equality.
	Ensure that students are provided with opportunities to learn about equal ops and disability	Analysis of the PSHE curriculum	SENCo	July 2016 - Met	Revised PSHE curriculum
Long Term	Robust system of recording and analysis of data for students and staff	Issue correct groups list to data handlers	SLT/SENCo	2017	

6.4. Access Plan - Curriculum Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short term	To provide on- going staff training to promote SEN.	Continuous training for staff and new staff in supporting SEN students including differentiation.	To understand strategies to support SEN students and employ them in the classroom.	July 2016	SENCO and outreach specialists where required.	Enhanced awareness of diversity and full inclusion for students with SEN.
Medium Term	To provide alternative curriculum for students most in need using pathways	Investigate types of alternative curriculum. Look at developing and extending KS4.	To provide more appropriate courses for our changing cohort.	Sep 2016	ALT	Improved motivation of students.
Long Term	To improve access to the curriculum for all by successfully achieving an Inclusive curriculum model.	Continued development of KS3 through pathways model.	A range of courses accessible to all students.	Sept 2016	ALT	Improved results, attendance and student motivation.

6.5. Access Plan - Information Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short Term	Improve signage around academy for all visitors in new school.	Use of audit to identify areas in new academy where additional or different signage is needed. Alter signage as needed.	Areas and types of signage identified and installed.	Easter 2017 On – going	Experts Caretaker SENCO	Clear signage which is user friendly.
Medium Term	Training in ICT to enhance access to learning for hearing /visually impaired.	Work with hearing /visually impaired student and relevant experts to inform staff training.	Raise staff awareness. Consolidate staff knowledge.	From Sept 2015	SENCO Experts	All staff uses any technology for hearing/visually impaired students to allow easy access to the curriculum. Hearing loop installed into areas of new building.
Long Term	To improve accessibility of information sent to all parents and guardians. Workshops for parents of SEN students in how to support dyslexia/learning difficulties.	Assess need of parent or guardian from admission data. Produce information in accessible format.	Information sent to student's parent or guardian in format most suitable for ease of access.	Sept 2016	SENCO SMT HOYs	All information sent to parents or guardians in the best format for accessibility of content e.g. large print, audio format, coloured paper.

6.6. Access Plan - Physical Access

Time Scale	Targets	Activities	Outcome	By When	By Whom	Success Criteria
Short term	To develop evacuation plans in line with new building practice – students made aware of procedures.	Improve auditory/visual alarm system.	Visual and auditory alarms in place.	Easter 2017	VP - Facilities	Visual and auditory alarm system in place.
Medium Term	Create trigger for Personal Evacuation Plans for students who are unable to evacuate the building	Contact LA and discuss individual cases with specialists. Establish alert system for when disabled student enrolls.	Personal Evacuation Plans created in consultation with student and consultant.	July 2016	VP - Facilities	All students provided Personal Evacuation Plan upon induction.
Long Term	Review access requirements	Meet with equality team to review requirements	Improved facilities for all	Oct 2016	VP - Facilities	Building meets needs and expected requirements.