Accessibility Plan
January 2020

"I have come that they may have life,
and may have it in all its fullness"
John 10:10.

Approved by: Archbishop Sentamu Academy Local Governing Committee on 17 January 2020	
Last reviewed on: September 2016	
Next review due by: January 2022	

Contents

Archbishop Sentamu Academy

1. Christian Aims and Values

Values

Inspired by God: Father, Son and Holy Spirit we **Aspire** to be a community founded upon mutual trust where everyone is loved for who they are. We seek to **Serve** others by putting their needs before our own and believe that working together, with God's help, we can **Achieve** more than we could alone.

As a Church of England Academy, our core values are trust, love and community:

- **Trust** is essential to human life and lies at the heart of all successful relationships. With wisdom and understanding, we can learn to trust. We aim to do this by being reliable and not letting others down. In this way we can help each other feel safe;
- Jesus has shown us love. We try to reflect that **love** to those around us by being sensitive to the needs of all members of our Academy community;
- We aim to be an inclusive **community**. Each person is needed, valued and important. When things go wrong we will forgive each other and make a fresh start. We will share what we have with those in need and try to treat others as we would like them to treat us.

Aims

As a Church of England Academy we aim to:

- Treat students, staff and visitors with respect;
- Incorporate and promote the values behind the academy motto; Aspire, Serve, Achieve in all we do;
- Instil a sense of self-worth and value in every student;
- Encourage student participation in the planning and the running of our Academy wherever possible;
- Encourage religious literacy as a way of interpreting the world around us;
- Encourage, challenge and support every person to achieve his or her potential.

2. Introduction

The purpose of this Accessibility Plan is to verify how the academy intends to secure appropriate access to the three key areas of, physical environment, the curriculum and written information for disabled people and people with health conditions or impairments in commensurate with all other members of the academy community. This is whilst ensuring compliance with appropriate legislation is of the highest standard and opportunities are available for all students / potential students and members of the academy community.

Key items within the Accessibility Plan are as follows;
- The academy's compliance with statutory requirements and guidance;
- The individual responsibility for discriminatory actions;
- The academy's liability beyond the life of the student at the academy;
- The academy's compliance with the spirit of the law to consider and make reasonable adjustments;
- The academy's duties around accessibility and how to deal with claims.

Archbishop Sentamu Academy aims to treat all stakeholders, including students, prospective students, staff, Governors and other members of the academy community favourably. Wherever possible, the academy takes all possible reasonable steps to avoid placing anyone at substantial disadvantage. The academy aims to work closely with anyone with health conditions or impairments, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which may put students at a disadvantage. By working closely with students, families and other appropriate agencies and staff members, this successfully allows students to learn, achieve, participate fully and experience academy life.

This document should be read in conjunction with the following guidance and legislation:

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Equality Act 2010
- DfE Equality Act 2010 Schools Guidance
- DWP Guidance on Inclusive Language 2018
- ASA SEND Policy 2019
- SALT Child Protection Policy 2019
- SALT Complaints Policy 2019
- SALT Health & Safety Policy 2019
- SALT Safeguarding Policy 2019

The academy is positive in promoting positive attitudes to disabled people in the academy.

The academy also adapts this plan to ensure visiting members of the academy community with a disability, are also able to access the physical environment and information in the most appropriate way, to avoid placing anyone at substantial disadvantage. Members of the academy community may include visitors, parent/carers, governors, external agencies or staff members.

The accessibility plan is drawn up in compliance with current legislation as specified in Schedule 10, relating to Disability, of The Equality Act 2010. Academy Governors and the Senior Leadership Team are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

Any person who represents and acts on behalf of Archbishop Sentamu Academy are responsible for their own discriminatory actions. Archbishop Sentamu Academy is also liable unless it can prove that it has taken all reasonable steps to stop the staff member from doing the discriminatory action, or from doing anything of that kind.

The academy's liability not to discriminate, harass or victimise does not end when a student has left the academy, but relates also to events afterwards such as the provision of references, former student networks or similar.

3. Statement of Policy Review

The Local Governing Committee has agreed that this policy will be reviewed on a three yearly basis. This review will take into consideration all aspects of applicable legislation and advice current at the time of the review.

4. Definition of Disability

The Equality Act 2010 states a person has a disability if;
- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on that's person's ability to carry out normal day to day activities.
- Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.
- Long term is defined as lasting, or likely to last, for at least twelve months.

5. Equality Act 2010

The Equality Act 2010 replaced and combined all existing equality legislation, including the Disability Discrimination Act, Race Relations Act, and Sex Discrimination Act.

The Equality Act applies to all education establishments in England and Wales.

Key points of the Equality 2010 Act include;
- The Equality Act provides a single, consolidated source of discrimination law.
- It simplifies the law and it extends protection from discrimination in some areas.
- As far as education establishments are concerned, for the most part, the effect of the law is the same as it has been in the past. (Discrimination Act- DDA) Meaning education establishments cannot unlawfully discriminate against students relating to the protected characteristics which include but are not limited to, **sex, race, disability, religion or belief, or sexual orientation.**
- The exceptions to the discrimination provisions for education establishments are all replicated in the current act- such as the content of the curriculum, collective worship and admissions.
- The way we provide education for students;
- The way we provide students access to any benefit, facility or service;
- By excluding any student or subjecting them to any other detriment.

Compliant with previous equality legislation previously named The Disability Discrimination Act (DDA), the academy has not found major changes to adapt, as the disability provisions in

the Equality Act mainly replicate those in the former legislation. However there are some differences which have been recognised within this plan as necessary, these are as follows:-

- Protection against discrimination is now extended to students who are pregnant or have recently given birth, or who are undergoing gender reassignment.
- It is now unlawful to victimise a student or anything done in relation to the Act by their parent/carer or sibling.
- The Act extends the reasonable adjustment duty to require education establishments to provide auxiliary aids and services to disabled students deemed as reasonable adjustments. Where these are not being supplied through a Statement of Special Educational Needs or from other sources.

6. Accessibility Duty for Disabled Students

The Accessibility Plan focuses and sets clear key aims to secure appropriate access to education for disabled students in the three key areas of; curriculum, environment and information, by implementing and monitoring the following;

- Increasing the extent to which disabled students can participate in the academy curriculum, which includes teaching and learning and the wider curriculum of the academy, such as participation in after academy clubs, leisure and cultural activities or visits.
- Improving the environment available, to increase the extent to which disabled students can take better advantage of education, benefits, facilities and associated services provided, which includes improvements to the physical environment of the academy and physical aids to access the main 3 key areas of curriculum, environment and information.
- Improving the delivery of information to disabled students, the information should take account of the students' individual disabilities and the preferred method of format to students and parents/carers and be made within a reasonable and achievable timeframe.

Our approach towards the Accessibility Plan includes the following;

- Identify actions promptly;
- Set goals and targets;
- Consult on the proposed plan;
- Publicise the plan;
- Implementation; and
- Evaluate the effectiveness of the Plan;
- Identifying barriers to access- Appendix 1;
- The academy's Accessibility Plan- Appendix 2.

7. Allocation of Resources

The Academy receives funding specific to Special Educational Needs direct from the Government.

This funding is utilised in the staffing and specific resources needed to ensure all Special Educational Needs are met, furthermore the general funding the Academy receives is made available, together with any retained surplus and, where appropriate, charitable reserves to allow all requests for support and resources over and above the specific funding received to be considered.

8. Reasonable Adjustments

We aim to ensure we do everything we can as an academy to avoid placing a disabled student at a disadvantage compared to other pupils. However, where we have to do so, we ensure that we take all possible reasonable steps to try and avoid any disadvantage.

When it is reasonable to do so we provide auxiliary aids or services for a disabled student when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.

Any decision will be taken on the basis of the facts of an individual case, including cost implications.

Where an auxiliary aid is not provided under the SEND system e.g. via an Education Health Care Plan, there should be no assumption that it must be provided as a reasonable adjustment. However each request will be taken and considered on the basis and facts of an individual case, where an Education Health Care Plan is not in place.

There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following auxiliary aids to be helpful, whilst providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.

9. **Unreasonable Adjustments**

Where the auxiliary aid has a benefit to the rest of the student's life outside of the academy, it would be unreasonable for our academy to make such provision; e.g. hearing aids.

Where substantial adaptations are required which are not contained within our three year Accessibility Plan consideration will be made on an individual's case, the academy does reserve the right to deem these as unreasonable.

It is our aim to ensure that disabled students participate and feel a part of academy life as much as possible and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be reasonable. For example, if a Geography field visit were planned to involve climbing and a wheelchair user could not take part we would carefully consider how the disabled student could participate viably, however we would not cancel the visit since to do so would be detrimental to other students.

10. **Academy Community**

The academy aims to treat all members of the academy community with disabilities in addition to student and potential student's favorably, for example, parents/carers, staff members, visitors, governors. The academy wherever possible, takes all reasonable steps to avoid placing anyone at substantial disadvantage, whist attending the academy in the areas of information, physical environment and communication in regards to education. We do this by:
- Monitoring the physical environment available to enable disabled parent/carers, visitors, staff members and other members of the community to be able to take advantage of facilities and services provided;
- Improving the availability of accessible information to disabled parent/carers, visitors, employees and other members of the academy community in the required format at request in a reasonable and achievable timeframe.

- Clear communication in regards to education in the required format in a reasonable and achievable timeframe.

11. Discrimination Claims

Any claims on the grounds of disability against the academy, must be brought to the academy's attention by adhering to the SALT Complaints Policy.

The majority of issues raised are concerns rather than complaints. The Trust and each Academy within it is committed to taking concerns seriously, at the earliest stage, in the hope of keeping the number of complaints to a minimum and without needing formal procedures. However, depending on the nature of the complaint, you may wish or be asked to follow the Trust's formal complaints procedure. For each academy to be able to investigate a complaint, it needs to be made within one year of the incident occurring. If a complaint is older than a year it will not be investigated.

Most complaints can be quickly resolved by talking to the member of staff concerned.

Formal procedures will need to be invoked when initial attempts to resolve the issue are unsuccessful and the person raising the concern remains dissatisfied and wishes to take the matter further.

For further information and guidance regarding the complaints procedure; please refer to the SALT Complaint's Policy.

12. Monitoring & Evaluation

The named person in the academy who is responsible for this plan is the Vice Principal for Behaviour and Attitudes with the support of the Sentamu Academy Learning Trust Site Facilities Manager.
The Vice Principal is responsible for ensuring that this plan is implemented and adhered to effectively whilst ensuring that it is fair and equal to all.

It is the responsibility of all staff to monitor the success of this plan by ensuring that the priority areas are addressed by them in the classroom, particularly with regard to the provision of information and curriculum access.

Progress reports are provided termly to our Local Governing Committee by the Vice Principal and thereafter reported to our Senior Leadership Team.

Any failure to meet target deadlines are reported to the Local Governing Committee by the Vice Principal.

13.   Appendices

Appendix 1 Checklist Overview

Appendix 1 has been produced as a framework which can be used to identify areas requiring improvement should the Vice Principal and SENCO undertake a review of accessibility, or at the next point of policy review if required.

Section 1: How does the academy deliver the curriculum?		
Questions	Yes	No
Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled students?		
Are your classrooms optimally organised for disabled students?		
Do lessons provide opportunities for all students to achieve?		
Are lessons responsive to student diversity?		
Do lessons involve work to be done by individuals, pairs, groups & the whole class?		
Are all students encouraged to take part in music, drama & physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are academy visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?		
Are there high expectations of all students?		
Do staff seek to remove all barriers to learning and participation?		
Section 2: Is the academy designed to meet the needs of all students?		
Questions	Yes	No
Does the size and layout of areas – including all academic, sporting play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities; playgrounds and common rooms – allow access for all students?		
Can students who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the academy site and parking arrangements safe, routes logical and well signed?		

Are emergency and evacuation systems set up to inform ALL students, including students with SEND and disabilities; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?		
Are areas to which students should have access well lit?		
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		
Section 3: How does the academy deliver materials in other formats to students?		
Questions		
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms or printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for students with disabilities e.g. by reading aloud overheard projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and protocol developed to assist students with disabilities?		
Section 3: How does the academy deliver appropriate accessibility to other members of the academy community?		
Questions		
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for stakeholders who may have difficulty with standard forms or printed information?		
Do you ensure that information is presented to stakeholder groups for example: internal and external events, in a way which is user friendly for stakeholders with disabilities e.g. by reading aloud overheard projections and describing diagrams?		
Does the size and layout of academy areas –allow access for visiting stakeholders?		
Can stakeholders who use wheelchairs move around the academy without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?		

Appendix 2: Improvement Plan Framework

Appendix 2 has been produced as a framework which can be used to identify targets and outline appropriate planning to improve accessibility within existing arrangements and as an audit of the academy site for accessibility. The Vice Principal and the SENCO monitors the need to undertake an improvement review within the academy.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term					
Medium Term					
Long Term					