



**ALEC REED ACADEMY**  
PROUD TO LEARN

# **Accessibility Policy and Plan**

**Prepared by: SENDCo with Building Services**  
**Ratified by Governors: May 2018**  
**To be reviewed: May 2019**

The Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. ARA Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Reasonable Adjustments**

We aim to ensure that nothing we do as a school places a disabled pupil at a disadvantage compared to other pupils. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.

- When it is reasonable to do so, we provide auxiliary aids or services for a disabled pupil, when such an aid would alleviate any substantial disadvantage that the pupil faces compared to other non-disabled pupils.
- Where an auxiliary aid is not provided under the SEND system (i.e. via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
- There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. Where necessary we include adaptive keyboards, and special software.
- Our SEND policy defines what provision we make available including reasonable adjustments in our school. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
- Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our school to make such provision; e.g. hearing aids.
- We consider that effective and practicable adjustments for disabled pupils will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.
  - It is our aim to ensure that disabled pupils play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other pupils, we would not consider it to be *reasonable*. For example, if a geography field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled pupil could participate viably, but we would not cancel the trip because to do so would be detrimental to other pupils.

## Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the staff and governors of ARA and covers the period from April 2017 – March 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Alec Reed Academy was built as a fully accessible school regarding the physical environment of the school. The Accessibility Plan will contain relevant actions to:
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the Academy such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equal Opportunities and Diversity
  - Equality Policy
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion and Special Needs
  - Behaviour Management
  - School Improvement Plan
  - Teaching and Learning File
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through the Education sub committee of the Governors.
11. The Academy will work in partnership with the local education authority in developing and implementing this plan and will adopt in principle the "Ealing Accessibility Strategy, Access to Learning".
12. The Plan will be monitored by Ofsted as part of their inspection cycle

**Alec Reed Academy Accessibility Plan 2017-2020**  
**Improving the Curriculum Access at FeAlec Reed Academy**

<b>Target</b>	<b>Recommendation</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Differentiation in Teaching	LT/Middle Leaders to monitor quality of differentiation and provision for SEND pupils through lesson observations and learning walks	The needs of SEND pupils will be met so that they have equal access to the curriculum	2017-20	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	LT/Middle Leaders to undertake an audit of staff training requirements. Identify gaps in knowledge and seek external advice if necessary	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	2017-20	Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of all pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	2017-20	Increase in access to all school activities for pupils with SEND SEND pupils feel able to participate equally in out of school activities
Classrooms are organised to promote the participation and independence of all	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms	Lessons start on time Lessons are planned to meet the needs of all pupils in the class.	2017-20	Increase in access to the National Curriculum
Access to all classrooms and floor	SLT in charge of timetabling will make changes to a pupils timetable if they are unable to access a classroom due to having to climb stairs	Lesson will be re-timetabled to the ground floor for pupils with a disability if required (first and second floors) in the main building	2017-20	Increase access to lessons SEND pupils will be able to participate equally in lessons and not fallen behind their peers
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents  Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	2017-20	Society will benefit by a more inclusive school and social environment

**Alec Reed Academy Accessibility Plan 2017-2020**

**Improving the Delivery of Written Information at Alec Reed Academy**

<b>Target</b>	<b>Recommendation</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats	The Academy will make itself aware of the services available for converting written information into alternative formats.	ARA will be able to provide written information in different formats when required for individual purposes	On going	Delivery of information to pupils with disabilities improved
Make available school brochures, website and other information for parents in alternative formats	Promote the availability in different formats for those that require it.  School website available in different languages and can be adjusted for visual impairments.	All school information available for all	On going	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from the LA on alternative formats and use of IT software to produce customized materials.	All school information available for all	On going	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications	Arrange training courses.	Awareness of target group raised	On going	School is more effective in meeting the needs of pupils.

The policy written on the basis of the Equality Act 2010/schedule10; <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>