



The Aylesbury Vale Academy

Success Beyond Belief

A Church of England Academy

# **ACCESSIBILITY PLAN**

**SEPTEMBER 2011**

## **VISION:**

That every young person graduates from Aylesbury Vale Academy as citizens of an international community where they have the mobility borne from their outlook, qualifications, skills and experience to be successful.

## **GUIDING PRINCIPLES:** WE ADOPT THE CHRISTIAN VALUES OF:

- Honesty
- Respect
- Compassion
- Love
- Forgiveness
- Self-discipline
- Creativity
- Hope

## **OBJECTIVES:**

1. To increase the extent in which pupils with a disability can participate in the curriculum.
2. To improve the physical environment so that pupils with a disability can take advantage of the education and association services provided by the Academy.
3. To improve the delivery of information to pupils with a disadvantage that would normally be provided in writing to other pupils.
4. To identify, plan and implement plans for improving the accessibility for disabled pupils.

## **MONITORING** (via Governors' Management Committee):

1. Throughout the academic year the committee will ask to see evidence that the Academy has facilities to deal with the accessibility for all.
2. The committee will gain evidence from the Estate Manager.
3. The chair of the committee will ask to see evidence that accessibility facilities are being constantly reviewed, improved and implemented as appropriate.
4. The committee will be provided with the findings.
5. Visit the Academy to follow lines of enquiry as a result of the committee meeting (adhering to the protocol for governor visits).

## **REVIEWING**

The Governing Body is responsible for reviewing its policies and the Principal is responsible for reporting on the implementation of the policy.

1. Has the policy been successfully implemented?
2. Has the policy had the intended impact in the Academy and on the young people?
3. Are the current objectives to remain the same and do they support other policies and development priorities?

The Governing Body must prepare:

- a) an accessibility plan
- b) further plans as may be prescribed

**NOMINATED MEMBER OF STAFF:**

ESTATES MANAGER

**APPENDIX 1**

Operating Statement

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Aylesbury Vale Academy provides increasing access for disabled pupils which covers teaching and learning and participation in after-Academy clubs, leisure and cultural activities and Academy visits. Written information that is normally provided by the Academy to its pupils is made available to disabled pupils, taking into account pupils' disabilities and pupils' and parents' formats and be made available within a reasonable time frame.

**APPENDIX 2**

Effective Access Plan

	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Short Term</b>	Availability of written material in alternative formats	The Academy makes itself aware of the services available through its LEA for converting written information into alternative fomats	If needed, the Academy ca provide written information in alternative formats	Term 3	Delivery of information to disabled pupils improved.
<b>Medium Term</b>	Incorporation of appropriate colour	Seek advice from LEA sensory support	Several classrooms are made accessible to	Term 1	Physical accessibility of Academy increased

	schemes when refurbishing to benefit pupils with visual impairment and install window blinds	service on appropriate colour schemes and blinds	visually impaired children		
	Training for teachers on differentiating the curriculum	After an audit the Academy decides that some teachers would benefit from training on differentiating the curriculum	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Term 2	Increase in access to the National Curriculum
<b>Long Term</b>	Academy plans to improve access to designated areas over successive financial years The Academy decides which of its entrances and exits have priority and plans to fit ramps and handrails to all of these	Planned use of minor capital delegated resources and discuss with the LEA using Schools Access Initiative funding	Having secured capital resources from the LEA, over three year period, the Academy's entry areas and the science block will be fully accessible	Term 3	Physical accessibility of Academy increased

Aylesbury Vale Academy has a list to identify barriers to access which is used as an annual checklist, it is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

**Section 1 – How does the Academy deliver the curriculum?**

<b>Question</b>	<b>Yes</b>	<b>No</b>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils 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 pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

**Section 2 – Is the Academy designed to meet the needs of all pupils?**

<b>Question</b>	<b>Yes</b>	<b>No</b>
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 pupils?		
Can pupils 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 site and parking arrangements safe, routes logical, and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		

Question	Yes	No
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a rooms acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted and located appropriately?		

**Section 3** – How does the Academy deliver materials in other formats?

Question	Yes	No
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do we have facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		