

The Aylesbury Vale Academy Trust



The Aylesbury Vale Academy

RESPECT | ASPIRATION | RESILIENCE

Accessibility Policy & Plan

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| Policy Reference: | AVA.003 |
| Description: | This document provides a plan to illustrate how the Academy Trust is making itself more accessible and to meet the needs of students with a disability |
| Status: | Statutory Policy |
| Policy Audience: | Students & Parents/Carers |
| Academy Contact: | Business Manager/Academy Principal |
| Other related AVA policies and procedures: | Risk Assessment policy, Health and Safety policy, Equality information and objectives (public sector equality duty) statement for publication, Special educational needs (SEN) information report, Supporting students with medical conditions policy |
| Governor Committee: | Governing Body |
| Approved by the Governing Board on: | 19.01.2022 |
| Latest Date for Next Review: | 19.01.2025 |
| Version: | V.05 |

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Actively promote disability equality and make reasonable adjustments to ensure that those with disabilities are able to access the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our Academy treats all students fairly and with respect so that they are able to achieve and exceed their potential. This involves providing access and opportunities for all without discrimination of any kind and enabling our learners to become respectful, aspirational and resilient members of the wider community.

The plan will be made available online on the Academy website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the Academy, this procedure sets out the process for raising these concerns. The complaints procedure is available on the Academy website.

We have included a range of stakeholders in the development of this accessibility plan, including: students, parents, staff and Governors of the Academy.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aids or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

As a new building, The Aylesbury Vale Academy was designed and built with accessibility in mind however, anticipation and regular review are essential in order to maintain the highest standards of inclusivity. This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|--|--|--|
| <p>Increase access to the curriculum for students with a disability</p> | <p>Our school offers a differentiated curriculum for all students.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum such as those designed to assist VI/HI staff/students.</p> <p>Student IPMs indicate individual needs and strategies to alleviate barriers to learning</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> | <p>Long term and medium term plans reflect diversity of different needs</p> <p>Appropriate interventions for DSEN students implemented and routinely monitored (termly).</p> <p>Ensure DSEN vs Non DSEN progress and attainment is tracked academy-wide.</p> <p>Individual Provision Maps in place for all DSEN students</p> <p>Target setting takes into account prior attainment and SEN need</p> <p>Pupil Attainment Meetings introduced</p> <p>Increase EBACC engagement</p> | <p>Vice Principal (AWE)</p> <p>SENDCO (EJE)</p> <p>SENDCO (EJE) /Data Manager (GLA)</p> <p>SENDCO (EJE)</p> <p>SEND team Key workers, overseen by SENDCo (EJE)</p> <p>Vice Principal (AWE) TTO/SDU/DPO/EJE</p> | <p>Review March 22</p> <p>Reviewed termly</p> <p>Reviewed termly</p> <p>Reviewed termly</p> <p>Reviewed termly</p> <p>Reviewed termly</p> <p>July 22</p> | <p>Taxonomy implemented and used by all Academy staff – learning walks</p> <p>DSEN interventions allow students to make progress – Intervention data</p> <p>Tracking systems in place and used by all stakeholders for targeted interventions</p> <p>Provision maps reviewed termly and in strategies evident in classrooms - IPMs</p> <p>Appropriate measureable targets in place</p> |

| Aim | Current good practice | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|---|--|---|---|---|
| | Students are considered for access arrangements where appropriate. | Ensure robust transition process – Communication with staff and settings/Summer school/Transition days. | | March-Sept 22 | |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Portable ramps • Elevators • Corridor width • Door width • Evac. chairs in case of fire • Disabled parking bays • Disabled toilets and changing facilities • Internal pillars marked • Library shelves at wheelchair-accessible height • Minibuses with wheelchair access • Access to specialist VI/OT/HI equipment | <p>Maintain evacuation chair training compliance</p> <p>Liaise with external agencies (VI STS/OT)</p> <p>Ensure that readers/scribes/practical assistants etc are trained regularly to fulfill their role in accordance with JCQ regulations.</p> <p>Regular site inspections which include consideration of any matters that are detrimental to health and safety. This will include any accessibility deterioration.</p> | <p>Business Manager/Facilities Manager</p> <p>SENDCo (EJE)</p> <p>Exams Officer (SCO)</p> <p>Business Manager/H&S Governor/EP</p> | <p>Reviewed termly in line with Fire Safety and H&S Policies</p> <p>Ongoing</p> <p>Feb 22</p> <p>Monthly site inspections. Staff are able to raise Facilities tickets for</p> | <p>No. of staff trained in Evac chairs is compliant with H&S</p> <p>VI/HI/OT STS Guidance put in place</p> <p>JCQ training delivered and statutorily compliant</p> <p>H&S regulations met</p> |

| Aim | Current good practice | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|---|--|---|--------------------------------|---|---|
| | | | | any issues they see. H&S Committee Meetings half termly. | |
| Improve the delivery of information to students with a disability | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Lap tops or ipads for enlargement • Induction loops • Pictorial or symbolic representations | <p>Ensure that the use of IPMs in planning are embedded across the whole Academy Post-Covid.</p> <p>Use funding appropriately to secure specialist equipment where a need is evidenced.</p> <p>Endeavour to equip students with the technology they require in order to access remote learning.</p> | <p>SENDCo (EJE)</p> <p>RCO</p> | <p>July 22</p> <p>Ongoing</p> | Students provided with appropriate resources to access the curriculum |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be updated and reviewed by the Business Manager/SENDCO and approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment policy
- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

Appendix 1: Accessibility audit

To be completed as part of H&S site reviews

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of storeys | | | | |
| Corridor access | | | | |
| Lifts | | | | |
| Parking bays | | | | |
| Entrances | | | | |
| Ramps | | | | |

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|-------------------------|--|--|--|--|
| Toilets | | | | |
| Reception area | | | | |
| Internal signage | | | | |
| Emergency escape routes | | | | |