



Viewley Hill Academy

Accessibility Plan

Approved by the Governors of Viewley Hill Academy on: 20.1.14

| Date | Amendment | Signed |
|--------|------------------------------------|--------|
| 4.3.15 | Reviewed by governors - no changes | |
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Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools/academies need to be aware of.

Key points

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

For the most part, the effect of the new law is the same as it has been in the past – meaning that schools/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Viewley Hill Academy is committed to equality of opportunities in all aspects of our provision and further information on how we endeavour to meet our responsibilities can be found in the school Equality Policy.

Special provisions for Disability under the Equality Act 2010

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

The purpose and direction of the academy's plan: vision and values

Our school vision demonstrates our commitment to helping our pupils achieve their potential and to tackle barriers that can oppose this. Viewley Hill Academy has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The academy:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

Information from pupil data and academy audit

The presence of any disabled pupils in the academy and the patterns of their participation in the life of the academy are detailed in the SEN register and provision map.

The main priorities in the academy's plan

Viewley Hill Academy has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Management, implementation and publication

The accessibility plan supports and is supported by other academy policies:

- School Improvement Plan
- SEN policy
- Equality policy
- Premises Management policy
- Health and Safety Policy

The Access plan will be reviewed and revised annually by the SLT and the Governing Body. The review will use the academy provision mapping system, children's individual access plans that are encompassed in IEPs, data set monitoring information and the priorities in the School Improvement Plan.

The Access plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan will be published on the Academy website and can be available as a paper copy from the academy office.

VIEWLEY HILL ACADEMY ACCESSIBILITY PLAN

Increase the extent to which disabled pupils can participate in the school curriculum

| Targets | Strategies | Timescale | Who | Success Criteria | Evidence |
|---|---|-----------|-------------------------------|--|--|
| Ensure lessons are appropriately differentiated to ensure the participation of the whole range of pupils | Use a range of teaching methods and styles eg questioning techniques, partner/group work, peer tutoring, visual timetables | Ongoing | Class teachers, support staff | Children make good progress and meet their targets | Lesson observations; planning; children's work; pupil progress data; |
| Support to meet individual's needs when taking part in lessons, taking tests etc will be provided as and when required. | Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required | Ongoing | Class teachers, support staff | Children achieve well in accordance with their ability | |
| Organise classrooms to promote the participation and independence of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students | Ongoing | Class teachers, support staff | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | |

Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

| Targets | Strategies | Timescale | Who | Success Criteria | Evidence |
|--|---|-----------|---|--|-----------------------------------|
| Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment. | Develop an indoor lunch club with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; | ongoing | HT, school council, lunch staff and TAs | Children are happy and engaged in purposeful activities during lunchtime | Observations; pupil consultations |

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|---|---|---------|---|---|--|
| Monitor the physical environment to identify areas that may require attention | Provide outdoor quiet spaces on both playgrounds Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas | ongoing | Business Manager, Caretaker, H&S Adviser, all staff | Premises are safe and accessible to whole school community; | H&S inspection reports; Records of building work |
|---|---|---------|---|---|--|

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

| Targets | Strategies | Timescale | Who | Success Criteria | Evidence |
|--|--|-----------|-------------------------------|---|--|
| Written material for pupils available in alternative formats | Reduced/simplified amounts of text, larger print size; use of a reader where appropriate | Ongoing | Class teachers, support staff | All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes | Lesson observations; pupil consultations; planning |