

Treviglas Academy

Part of The Roseland Multi-Academy Trust



Accessibility Plan (Statutory)

Approved: Spring 2020

Next Review: Spring 2023

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties, Trustees have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

General

The Academy's Admissions policy and criteria have been tested against and are compliant with our Public-Sector Equality Duty.

The Academy's Disability and SEN policy has been tested against and is compliant with our Public- Sector Equality Duty.

Current condition

Physical environment – Treviglas Academy have always reviewed the access to all parts of our site, being mostly on one level, to help all students and those with physical disabilities, always trying to include hearing and sight impaired students and staff, where possible.

These include the following:

- Access ramps to the car park, link corridors to various learning areas of the Academy
- Benches installed across a wide area for students to use during breaks and lunch; these are environmentally friendly, and made with a selection at different heights
- The installation of two platform lifts and a passenger main lift helping students and staff to commute easily around site
- Our stairways in high traffic areas, such as the main hall, are marked with high vision tape
- Toilets are located across the site to reduce the amount of distance students need to travel; accessible toilets are placed within short travelling distance for all users
- Some areas of the Academy have been carpeted to improve acoustics where possible
- Classroom access is well thought out and ramps are used for all our huts on our site
- Our site is mostly one level and where our main block is two levels, lift access is well placed
- We review access and foot traffic movement of students as an important factor towards any future plans made
- We have a safe crossing zone linking us and the main car park to ensure safety for all users
- All classrooms have tables and chairs that can be moved to any configuration to help access and provide better classroom layouts
- Some classrooms e.g. science and catering provide different height tables and chairs to help students with who require different levels of physical support and wheelchair users
- We have, in some areas, automated doors to help with access for students with either disabilities or wheel chair bound students giving them independence where possible
- We work closely with Trust appointed Health and Safety advisors to ensure we are always revising access and finding better ways to improve what we have already provided
- Our health and well-being staff work closely with the NHS, who we work in partnership with, to provide access ideas for students join us at Treviglas and our dedicated IHH provides support whenever possible to students, staff and the general public
- To support students who require personal evacuation plans, we visit the primary schools well before September intake to assess and gain a full understanding of their needs. This is then planned out referring to timetables,

locations etc. so students join us and are straight into the main stream of learning as access routes have already been planned and reviewed

- Students are met once they attend to adjust to their needs if any arise and again worked into their timetables etc. within a couple of weeks of starting with us
- In the case of fire and if any disabled students are on the first floor, we have a Evac-chair ready to deploy to see them safely down the stairs and out the building
- For all students in classrooms, in case of fire, there is a map in each classroom informing them where to go to assemble so they can be registered in safety. We regularly practice fire evacuation procedures.
- Students with medical conditions, however temporary, are supported to access the site.

Participation in the curriculum – The Academy works with students, their parents/carers and specialists to provide the appropriate support to our students, including:

- where their condition prevents students from attending the Academy, we engage and resource the Children's Hospital Education Service
- regular communication with parents about Academy events, attendance, progress and welfare through parents' meetings, email communication, School comms
- auxiliary aids are provided, which include laptops to support learning, a wheelchair is available, equipment to access learning in and out of school, and revision materials
- Learning Together Workshops are held, which include focus upon effective revision strategies, support in core subjects, careers events
- Auxiliary services are provided, including:
 - Wellbeing Hub staff to support well-being and emotional support
 - Specialist intervention staff to support with learning
 - TIS (Trauma Informed School) specialist staff to provide personalised support for the emotional well-being of specific students, aiming to reduce the potential barriers in education and to promote progress
 - ASD Champion working, whilst in a close collaboration with the SENDCo, with specific students to enable them to access the education and enjoy fully the school life
 - Interactive digital learning programmes to facilitate the access to learning on school site and also independently through mobile devices
 - All students have a school email account through which they can safely communicate with their peers and staff to access additional support and resources to further their learning
 - Homework Club and additional support is offered to promote learning and progress.

Making information accessible:

- our in-house printing capability can produce large-print versions of learning resources whenever required

- coloured overlays are used to assist students with reading impairments
- dyslexia friendly classrooms
- concession testing to maintain equal access arrangements for the examination processes in Year 11
- PCs and supporting Apps enable students to access materials and adjust the viewing scale to suit their specific needs
- we communicate with parents via their preferred method e.g. email or letter

Our plans

Physical environment:

- To ensure and maintain all existing access points for physically impaired students to a high standard to continue to enable access to all areas of the academy
- To ensure a high priority is afforded to the acoustic enhancing properties of replacement floor coverings, wherever possible.

Strategies:

- Review the safety and accessibility frequently through learning walks, supervision, risk assessments reviews – conducted by the Leadership Team, staff and county health and safety bodies – site manager
- To conduct additional risk assessments for any trips and Academy events to support young people with any additional requirements – site manager, SLT
- To create and circulate PEEPs - Personal Educational Evacuation Plans - for young people who may be, however temporarily, in the need of additional assistance or guidance in the case of emergency, such as a fire drill, evacuation or movement around the college during day to day needs – SEN team, HoY
- Future additional structural modifications will be considered in line with accessibility.

Participation in the curriculum:

- To continue to work with students, their parents/carers and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students
- Use ICT software to support learning
- All education visits to be accessible to all
- Ensure all staff have the relevant training from outside agencies, where appropriate, to support the specific needs of some of our most vulnerable students.

Strategies:

- Students with SEN and their parents/carers are actively involved in the Assess, Plan, Do, Review process and EHCP reviews where their progress across the curriculum is reviewed – SEN team
- Students are assessed regularly and their new needs emerging identified through a range of systems: dyslexia screening, reading age tests, termly assessments, parental discussions, teacher and support staff observations, student discussions in learning conversations – SEN team, SLT, HoD
- Monitoring of students successfully participating in the curriculum: learning walks, student voice, pastoral and curriculum meetings – HoD, HoY, SLT
- Common approach to learning through the Tools for Improvement, lesson routines and expectations, marking policy, monitored through learning walks, professional discussions, student voice, surveys, MIP days – SLT, HoD
- Specialist equipment is purchased to ensure that all students are able to access the curriculum – SEN team
- All educational visits to be accessible to all through effective planning – SLT
- Increase confidence in staff differentiating the curriculum through whole staff CPD and CPD specific to individual staff – SLT, HoD, SEN team

Making information accessible:

- Review information to parents/carers to ensure it is accessible
- Improve the delivery of information in writing in an appropriate format
- Ensure all staff are aware of guidance on accessible formats
- Improve ease of access to information regarding pupils with specific needs, including mental health (Well-being hub established)
- To continue to provide an in-house printing service that can quickly produce learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable
- To continue to provide laptops and supporting Apps to empower students to access information in the scale and format that best suits their needs
- To use school emails as a mode of communication to support students
- To use Show My Homework to support students and parents/carers with information and engagement with homework
- To use Schoolcomms to inform parents about key events and information, and messages regarding their son/daughter so that they are fully involved.

Strategies:

- SENDCO/SEND team, and other professional bodies as appropriate, liaise closely with teaching and support staff, pastoral teams to review the information held and strategies – SEN team
- Middle leaders, senior leaders and teaching staff to monitor progress and communicate this to parents and carers – HoD, HoY, SLT
- Key information shared on the website and via social media, giving up to date information on events and celebrating achievements - HoD, HoY, SLT
- Teachers to continue to update their knowledge and skills of online platforms to support learning, particularly Show My Homework and PiXL Apps – HoD, teaching staff

- Regularly review information to parents/carers to ensure it is accessible so that all parents receive information in a form that they can access – ECM manager

CONCLUSION

Treviglas Academy is committed to a whole school aim of inclusion, and for its approach to disability to be less of an individual plan but rather a continuous thread running through the school's plans, procedures and policies, including capital works and premises management, the curriculum, ICT, staff training and other associated services.