

**VALE OF
YORK
ACADEMY**



Accessibility Policy

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Policy status: Statutory

Responsible member of SLT: Louise Scaum

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Statement of intent

Vale of York Academy is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with students with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every student is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, students, parents/carers and visitors.

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Development Plan

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against students because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Principal, in conjunction with the governing body, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing body, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full governing body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any student, parent/carer or colleague.
- 3.6. The Principal will ensure that staff members are aware of individual students' disabilities or medical conditions where necessary.
- 3.7. During a new student's induction at Vale of York Academy, the Assistant Vice Principal: Student Welfare will establish whether the student has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Assistant Vice Principal: Student Welfare is responsible for consulting with relevant and reputable experts if challenging situations regarding students with disabilities are experienced.
- 3.9. The Principal, governing body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs and disabilities lead (SEND Lead) will work closely with the Assistant Vice Principal: Student Welfare to ensure that students with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support students with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.
- 4.3. Vale of York Academy's Accessibility Plan demonstrates how access will be improved for students with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
 - To increase the extent to which students with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable students with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to students, staff, parents/carers and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2020.
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. Vale of York Academy will collaborate with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the Senior Leadership Team and SENCO every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring students are sufficiently supported.

- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to students with disabilities.

5. Equal opportunities

- 5.1. Vale of York Academy strives to ensure that all existing and potential students are given the same opportunities.
- 5.2. Vale of York Academy is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any students who are at a substantial disadvantage and will take the appropriate steps to ensure the student is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all students equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all students to reach their full potential and receive the support they need.
- 5.6. Vale of York Academy will ensure that all extracurricular activities are accessible to all students. The school will make all reasonable adjustments to allow students with SEND to participate in all school activities.

6. Admissions

- 6.1. Vale of York Academy will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all students and potential students.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. Vale of York Academy will strive to not put any student at a substantial disadvantage by making reasonable adjustments prior to the student starting at the school.
- 6.5. All students, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

- 6.6. Information will be obtained on future students in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of statemented students, and students with SEND, are invited to a transition meeting prior to the student starting the school in order to discuss the student's specific needs.

7. Curriculum

- 7.1. Vale of York Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. Vale of York Academy aims to provide a differentiated curriculum to enable all students to feel secure and make progress.
- 7.4. The Curriculum Leader for each subject and the SEND Lead will work together to adapt a student's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all students to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow students with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a student, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of students with SEND in place at the school.
- 7.9. Detailed student information on students with SEND are given to relevant staff in order to aid teaching, e.g. 'student SEND booklet' and 'Cameo's'.
- 7.10. Specialist resources are available for students with visual impairments, such a large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. Vale of York Academy is committed to ensuring that all students, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of Vale of York Academy to which students with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.5. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.6. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The governing body and Principal will review the policy in collaboration with the SEND Lead's support.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan Template

Governing bodies must undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers. A grid, like the one below, should be completed for each aspect of school life, such as the curriculum, physical environment and information provision.

	Issue	What?	Who?	When?	Outcome criteria	Review
Short term						
Medium term						
Long term						