



Armthorpe  
Academy  
*Enriching Lives, Inspiring Ambitions*

# Accessibility Plan

## Policy

April 2021

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Consilium  
Academies

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# 1. Rationale

Armthorpe Academy has been on an exciting journey, opened a new building, hosting a number of new classrooms that offer our young people an engaging and inspiring environment to learn in. Despite these significant developments the school has been fully committed to providing an environment that enables full curriculum access; that values and includes all students, staff, parents and visitors regardless of their physical, sensory and social and emotional needs. We are committed to taking positive action in relation to the 2010

Equality Act, with regards to disability and to developing a culture of inclusion, support and awareness within the academy. The academy recognises its statutory responsibilities and endeavours to ensure:

- Aim to increase the extent to which pupils with disabilities can participate in the curriculum
- Improve its physical environment to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of access

Within this plan, the academy seeks to set out its vision to ensure that access to the site and its buildings enable anyone with a disability to feel safe, valued and successful.

## 2. Overview

The Special Needs and Disability Act highlights three main areas that schools must plan for:

- Increasing access for students with disabilities to the curriculum - teaching and learning and the wider curriculum
- Improving access for students and other stakeholders with disabilities to the physical environment of the school
- Ensuring effective communications with stakeholders for whom English is not their first language

Definition:

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

In light of the above definition, the Academy’s Accessibility Plan considers ALL aspects of special educational need and disability. It is important to note that schools have an ‘anticipatory’ responsibility to ensure that the needs of current and ‘prospective students’ are met. The Academy has an ‘anticipatory’ duty to make reasonable adjustments and will work with all stakeholders to ensure that this responsibility is effectively met. Consequently, this plan indicates the steps we will take to become increasingly inclusive over the three-year period that it covers.

## 3. Admissions

Armthorpe Academy is committed to the principle of all children having equal rights of access, if this can be reasonably provided. To effectively support a young person with Special Educational Needs/ Disabilities, the academy would expect parents’/ carers’ full disclosure of the child’s Special Educational Needs/ Disabilities, as this will allow us to plan appropriately in order to meet a young person’s needs. We will endeavour to provide the outstanding teaching and learning opportunities for all students and in doing so we will support Consilium’s aims and key targets of Inclusion, Attainment and Regeneration.

## 4. Access to the school site, buildings and classrooms

Armthorpe Academy prides itself on how accessible the site is, obtaining support and guidance from a local specialist school.

- **Parking:** The academy has allocated disabled parking, to ensure safe access into the main building.
- **Classrooms:** All classrooms are accessible to disabled students. If a classroom is not accessible, reasonable adjustments will be made to ensure that an accessible classroom would be made available, so that a disabled student would not be at a disadvantage. We provide enough space within the classroom for students with disabilities to move about.
- There is a lift in the new building to ensure that all areas are accessible. In addition, evacuation chairs are placed on the

first and second floors and a number of staff have been trained to use these safely.

- **Yard:** The yard is largely accessible and there is a large staff presence at unstructured times, to ensure all young people are closely supervised.

Please note, that although the above is accurate, due to the current Covid 19 restrictions, access to the school site, buildings and classrooms will be restricted, in order to ensure that our young people and staff are safe. In essence, year groups will be allocated to a specific building, on the school site and will remain in bubbles. In addition, break and lunch times will be staggered.

## **5. Evacuation Procedures**

The academy has embedded systems and procedures for the safe and efficient evacuation of the buildings.

We understand that reasonable adjustments will need to be made in order to meet the specific needs of an individual. Such procedures will be discussed with the student, parents/ carers and support agencies and a Personal Evacuation Plan will be completed, which will be shared with staff.

In addition, in the new building there are evacuation chairs on the first and second floor. Relevant staff have been trained to use these.

## **6. Curriculum Access: Teaching, Learning and Assessment**

As previously stated, our aim is to ensure that all children, including those with disabilities, have access to a broad and balanced curriculum that enables them to feel safe, valued and achieve success.

The academy works in partnership with students, families and external agencies to ensure that pupils with disabilities can participate successfully within the curriculum and where necessary create bespoke packages of support that meet the student's needs.

A rigorous system for exam access takes place, to ensure that students have the right access to enable them to achieve.

Classroom environments are reviewed to ensure that they meet the needs of disabled students, so that they are not at a disadvantage. In 2019, a headteacher from a local special school reviewed the school site and was very positive about how the physical environment and classrooms were equipped to ensure those young people with disabilities were able to take better advantage of the education, benefits and services provided.

The academy will provide CPD opportunities to staff, that aim to develop their knowledge and skills when meeting the needs of young people with Special Educational Needs and Disabilities.

As an academy, we recognise and value the importance of working in partnership with all stakeholders in order to share all information/ expertise and ensure that a young person's special educational needs/ disabilities are met.

Transition at any Key Stage can be a daunting prospect for young people and families alike. So, to support with ensuring a seamless transition between key stages the academy will work alongside all stakeholders to ensure that the young person is confident, happy and feels safe.

We understand and prioritise the need for all young people to have access to a broad and balanced curriculum that also includes learning that is outside the classroom. With this in mind, we will work in partnership with all stakeholders to ensure that reasonable adjustments are made, where possible, to ensure all young people have access these.

## **7. Information for Pupils and Parents**

Parents/ Carers are involved in regular reviews to evaluate the impact of the provision and support that the academy provides. The academy will also host termly, informal events for parents/ carers, where they have the opportunity to speak with the SENDCo, some academy staff and external agencies about their child.

Parents/ Carers can request a copy of the Accessibility Plan from the academy.

## ARMTHORPE ACADEMY ACCESSIBILITY PLAN 2018-2021

### Short-term Targets (3 months)

	Action	Cost	Comment	Date
The parts of the academy site, which are not under construction to be fully accessible to young people			All classrooms and the yard are accessible	September 2018
Personal Evacuation Plans for each student with a physical disability.	Student Welfare to work in partnership with the SENCo		All PEEPs will be on the system and are available to staff.	September 2018
Staff to have appropriate training to move and handle young people with a disability	SENCo to book M&H Training. LSAs to attend training	£60 each member of staff	Chris Robinson Heatherwood School – Doncaster	September 2018
Staff to be trained to deliver physio	<ul style="list-style-type: none"> <li>• SENCo to identify staff</li> <li>• SENCo to arrange a time for the training to take place.</li> <li>• Identified LSAs to attend training</li> </ul>		Hannah Wilson Physiotherapist	July 2018
Risk Assessments for each student with a physical disability to be carried out.	SENCo to work in partnership with R.Burrows to complete Risk Assessments			September 2018
Training for staff on the use of LSA's	SENCo to deliver staff training		This will develop teaching and learning experiences within the academy.	Post-September 2018 Autumn term

Medium-term targets (12 months) – reviewed July 2020

	Action	Cost	Comment	Date
The parts of the academy site, which are not under construction to be fully accessible to young people			This is now completed, but due to Covid 19 restrictions are in place	July 2020
Training for staff on how best to support young people with SEN (specific focus on ASC/ Attachment/ ADHD/ Dyslexia)	SENCo to deliver/ organise external specialist training where necessary		This will improve teaching in respect of differentiation and should be tracked through LW and observations	September 2018
LSAs to be attached to a faculty/ given a specialism,	SENCo to discuss with line-manager re: attachment to faculty LSAs to attend training when appropriate		LSAs will support faculties directly. LSAs will develop/ share their knowledge of SEN	
Access Arrangements in examinations and in lessons to demonstrate that students would normally work in the way that we require for their exams	SENCo and Exams Officer to work together to ensure clarity and communication with Faculty Leaders.	£80 per hour	This will enable young people to meet their full potential.	
SENCo to complete Access Arrangements Testing Qualification	SENCo to liaise with SLT link to find appropriate course/ enroll and complete	Approximately £1500	CPD for SENDCO	Post September 2018- depending on the start of the course.

Long-Term Targets (3 years)

	Action	Cost	Comment	Date
The new build and entire site will be full open and accessible, ensuring that the physical environment enables pupils with disabilities to take better advantage of the education, benefits, facilities and services provided	Headteacher from Heatherwood (specialist school) to visit the school and complete a report of findings and recommendations		All classrooms and the yard is accessible	November 2019
Ensure the safe transition to the new build- ensuring PEEP/ Risk Assessments are completed/ students are familiar with the new layout	SENDCo to work alongside R. Whyles/ Student Welfare to ensure safe and effective transition		All relevant information will be shared with staff/ contribute to a one-page profile/ SEN Support Plan/ EHCP	November 2019
Relevant staff to receive training on how to use the evacuation chairs.			Staff will be able to safely evaluate an individual, using the evacuation chair	November 2018
The academy to have an embedded QA system for SEND provision and part of this will involve regular learning walk/ observations in all lessons	SENDCo to work alongside SLT link to implement, analyse and evaluate		Raise the profile of SEND. Continue to improve and develop first quality teaching opportunities for all young people, including those with SEN/ Disabilities.	September 2019
Improving the extent to which pupils access the curriculum- through embedding a robust tracking systems for: progress/ attendance/ behaviour.	SENDCo to work alongside SLT for Progress/ Attendance/ FLs/ Students Welfare to monitor/ analyse and evaluate students' data and where appropriate implement innovative and personalised support/ rewards.		Close the gap between SEND and Non-Send learners	September 2019 Some progress was made P8 went from -0.5(2018) to -0.2(2019). However a clear gap remains.

