



Tiverton Academy

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ACCESSIBILITY PLAN

OF

Tiverton Academy

2014-2017

Responsible People named in this Policy

Head Teacher: Lisa Matthews

Inclusion Leader: Elizabeth Tennant

Date: July 2014

To be updated: July 2017

ACCESSIBILITY PLAN 2014

**Tiverton Academy is committed to ensuring that all pupils
have the right and equality of opportunity to access
an outstanding education.**

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This Accessibility Plan has been drawn up in consultation with the staff and governors of the School and covers the period from July 2014 – 2017. This statement sets out the ways in which Tiverton Academy provides 'access' to education for pupils with a disability.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the School.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;**
- Improve access to the physical environment of the School;**
- Improve the delivery of written information to students, staff, parents and visitors with disabilities.**

It is acknowledged that there will be the need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health & Safety
- Special Educational Needs Policy
- Behaviour Policy

As curriculum policies are reviewed, a section relating to access will be added where appropriate.

This policy is available on the School website: www.tiverton.bham.sch.uk

1. Legal background

The Disability and Equality Act 2010 requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must produce an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan.

This plan outlines how we plan to:

- Improve access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 2010 in conjunction with the Equality Act (2010) and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

- Increase access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits.

- Improve the delivery of written information to disabled students

We will ensure that written information normally provided by the school will take

account of students' disabilities and parents' preferred formats and will be made available within a reasonable timescale. This will be decided with the adult /carer's permission and adjustments will only be made if this meet the needs of the individual and improves the accessibility to the curriculum.

2. Definitions

The Disability Discrimination Act (2010) describes a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions.

People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded- Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

- People who have had a disability in the past that meets this definition are also protected by the Act.
- Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from

discrimination even if they no longer have a disability.

- Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Access in respect of children and young people and people with Physical Disabilities and/or Sensory Impairments

The Disability Discrimination Act requires that where a physical feature makes it impossible or unreasonably difficult for disabled people to make use of the service, reasonable steps must be taken to remove it, alter it, or provide a reasonable means of avoiding the feature.

Physical features include: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilet and washing facilities, public facilities (such as reception areas), lighting and ventilation, lifts and escalators. This is not an exhaustive list of features, which are not confined to buildings or the indoor environment. They could include seating in a garden, climbing apparatus or when on school trips.

Access Audits will be used when necessary to identify the main areas that will impact on access such as:

Car parks and ramp systems

Doors and door controls Lifts and lifting devices

Sanitary conveniences Handrails and hardware

Signage

Finishes and decorations Furniture and equipment

Stairs/stairways Emergency access routes

Medical areas Toileting and changing facilities

Communications, alarms & security systems

Playgrounds.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

- Our data system is available for all staff and can focus in on key groups of children.
- Progress reviews between class teachers and senior leaders give opportunity for specific groups of children to be discussed.
- Cooperative learning strategies (KAGAN) are used throughout the school.
- High quality planning for students based on good knowledge of individual children.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, Communication and Autism, ADHD Team)
- Providing targeted intervention
- Ensuring that Access Arrangements are made for assessments (Extra time / Reader/ scribe, prompt etc.)
- Rigorous monitoring of learning and teaching across the school.
- Pupil Target Reviews enables all students to discuss their learning.
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work;
- Peer 'buddy' systems
- Development of PATHS across the school.
- A large array of extra-curricular activities open to all pupils.
- Liaison with Visual / Hearing / Physical Impairment specialists.

Curriculum Priorities for 2013-16

- To encourage students to use an alternative means of recording by using laptops / ipads / voice recognition software, voice recorders etc.
- To encourage students to participate in student leadership opportunities
- To encourage students to access extra -curricular activities
- To ensure that students, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.
- Continue to work with specialist services to ensure that all children can access the curriculum.
- Staff audit in 2015 of accessibility of the new curriculum.

Physical Access – The Current Position

- All buildings are wheelchair accessible. The upstairs classrooms are the only areas not accessible by wheelchair as, due to the age of the building, it is not possible to fit a lift.
- Accessible toilet facilities available in the school.
- Space for small group work and individual work for targeted learners in Learning Support are accessible to all.
- A physical environment that is safe and welcoming.
- Handrails on stairs.
- Clear visual signage
- Visual timetables used throughout the school.

Priorities for 2013-16

- To review the site annually.
- To address any concerns arising from the annual site inspection.
- To provide training for all staff, including dinner supervisors, in relation to ADHD and autism.
- To review the fire alarm system for and if necessary consider enhancements for those students with hearing impairment
- To access support and training for individual children as the need arises.

Written information -The Current Position

- Visual timetables are produced for all classes and individual visual timetables for identified students
- The Accessibility Plan is placed on the website
- Signers are used for parents when required
- EMAS UK and Google translate are used to support our families access information as we have over 30 different spoken languages throughout the school.
- All parents are asked if they require access arrangements for Parents 'Evening
- Private rooms are available for Parents Evenings when required.

Priorities for 2013-16

- To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required.
- To audit the delivery of written information to students, staff, parents and visitors about the disabilities; examples might include hand-outs, visual timetables, textbooks and information. This to be done during the parent consultation of the school SEN information document.
- All parents to be asked if they require access arrangements for Parents 'Evening

Emotional Well-being – The current position.

- The school has a rigorous procedure for dealing with any bullying in school.
- The school employs a Senior Learning Mentor who work with individuals and groups promoting emotional well-being and self-esteem.
- The school has a Social Worker two days a week and a therapist available once a week to support families and young people.
- A Pastoral team meets every other week to discuss vulnerable children and families and plan support and interventions.
- Close links with Big Community who attend Pastoral Care meetings once a month.
- The school works closely with the ADHD team and Communication and Autism team on supporting pupils with their emotional well-being.
- The school records all racial comments / bullying in the racial incidents log and follows these up rigorously.

Priorities for 2013-14

- Continue Pastoral Care meetings with regular liaison with Big Community workers.
- Social Worker to support families with attendance and to work with the Senior Learning Mentor to carry out home visits for new pupils to the school.
- Run drop in coffee morning sessions for parents of children with particular needs in partnership with the relevant outside agencies.

This Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies,

strategies and documents:

E Curriculum Policy

Health & Safety Policy (including off-site safety)

Special Educational Needs Policy

School Behaviour Policy

School Improvement Plan

Asset Management Plan

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Health and Safety Committee

Approved _____

2. DATE _____

3. Review date