



Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Accessibility Policy & Plan 2021-2023

Coordinator	Colin Gall
Review Frequency	Every 3 years
Policy First Issued	2014
Last Reviewed	October 2021
Date policy considered by External HR Consultant	N/A
Date policy considered by External Solicitor	November 2021 (Stone King)
Agreed by LT on	October 2021
Does this policy need to be agreed by Governors?	Yes
If yes, which committee?	Engagement
Agreed by Governors on	3 rd November 2021
This policy is communicated by the following means:	
Governors	Governor consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website
Students	Academy website

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1. Context

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Academies and Local Authorities must carry out accessibility planning for disabled students. The purpose of this policy is to meet the duty to promote equality of opportunity for disabled students, staff, parents and other users of the academy.

Our aim is:

- not to treat disabled students less favourably, for a reason related to their disability
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled students

Six elements of the duty are:

- Promoting equality of opportunity
- Eliminating discrimination
- Eliminating harassment
- Promoting positive attitudes
- Encouraging participation
- Making reasonable adjustments to support disabled people's needs, even if this requires more favourable treatment

Our academy accessibility plan is aimed at:

- Increasing the extent to which students with a disability can participate in the curriculum
- Improving the physical environment of the academy to enable students with a disability to take better advantage of education, benefits, facilities and services provided, and
- Improving the delivery to disabled students of information which is provided in writing.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

2. Definition

Under the Equality Act, a disabled person is someone who has 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.

Some specified medical conditions, such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

In this policy, the word parent refers to parents, carers and people with parental responsibility.

3. Vision and values

Our academy fully supports the vision that all children, young people and staff have the right to be healthy, happy and safe; to be supported, valued and respected; and to have high aspirations for their future.

Our academy endorses the inclusion definition that recognises that:



- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life

In addition to this we have our academy Promoting Equality Statement that is on the website, in the staff handbook and student planners and written in full at the beginning of the Promoting Equality Policy (No. 29).

4. Provision

We consider all users, including staff, governors, visitors and others who use the academy when removing barriers that might deny anyone access to our academy/services. Current good practice:

- The layout of our academy buildings is simple, attractive, accessible and clearly signposted
- Students with a physical disability have the option of using a lift to help them move around the academy and access all classrooms and areas with minimum disruption to their learning
- Students can also use a key card to move between corridors that have access control doors
- Our programme of activities is accessible for all current students
- Most equipment used in classrooms is accessible to all students regardless of their needs, and we provide adaptive technology or other equipment for those who need it to access the curriculum
- Our curriculum is regularly reviewed to ensure accessibility
- Use of evacuation chairs
- Use of IT to ensure equity of access to materials. For example, speech to text and text to speech software, tablet devices for visually impaired students
- Clear markings are in place across the site to support the independent movement of visually impaired students
- Use of the British Dyslexia Association's Style Guide to ensure teaching materials are accessible
- Use of lift passes for students with mobility or visual impairments
- Adaptation and purchase of new equipment to ensure equipment is visual impairment friendly
- Purchase, installation and use of backlit interactive whiteboards to aid visually impaired students
- The ways in which information is currently provided for staff, students and parents (and other users of the academy) with a disability
- Making ongoing improvements to our classroom layouts ensuring the Art, Design and Technology faculty is housed in a single building with plug sockets suspended from the ceiling to improve accessibility for mobility impaired students

If a disabled student wishes to attend the academy, we will always make reasonable adjustments to the building, curriculum and resources needed.

5. Involving people with a disability

Our accessibility plan was drawn up under the Disability Equality Scheme (2006) and was informed by:



- The views and aspirations of students with a disability themselves
- The views and aspirations of the families of students with a disability
- The views and aspirations of other people with disabilities or voluntary organisations
- The priorities of the local authority

6. Accessibility Plan

The plan addresses the three areas of improving access to:

- Access to curriculum, education, benefits, facilities and services (the whole life of the academy)
- The physical environment
- Access to information usually provided in written form

Linked Policies

- 1 Quality of Teaching
- 4 Procedure and Managing Medicines Policy
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- 15 In Year Admissions
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- 29 Promoting Equality
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- 39 Exclusions



Appendix 1 – Accessibility Plan

Area To Be Addressed: Access to the Curriculum
<p>Goals & Targets:</p> <ol style="list-style-type: none">1. Continue to develop and enhance knowledge of responsibilities under the Equality Act and the SEND Code of Practice (2015).2. Enhance access to, and participation in, the curriculum and wider curriculum for students with a Special Educational Need or Disability through effective provision management and high quality professional development.
<p>Strategy & Implementation:</p> <ol style="list-style-type: none">1. Ensure all new staff are trained in responsibilities under the SEN Code of Practice . Training to be delivered or organised by Assistant Headteacher: SENDCO in liaison with the Deputy Headteacher (line manager). Refresher training for all staff should take place every two years led by the Leadership Team (LT) line manager and SENDCO.2. Develop training to enable curriculum access for students with disabilities, with a particular focus on students with a Health Care Plan (HCP) or an Education, Health and Care Plan (EHCP). Training to be delivered by the most appropriate means and when most appropriate during the academic year.3. Continue current programme of medical needs training by updating Health Care Plans so that staff receive training from health professionals to enable students with new and emerging medical needs to attend mainstream settings when this is appropriate4. Review planning and delivery of the curriculum considering the need for ongoing changes to ensure accessibility for all. Planning review to be led by Heads of Faculty and their LT line managers. A varied curriculum at KS4 and a Bridging Course in Year 12 to continue to be in place.5. SENDCO to continue to develop and extend the use of the academy provision map to track and monitor the impact of targeted intervention for SEND students. Provision map to be reviewed annually and findings shared with LT and academy governors.6. Raise the academy wide profile of inclusion through targeted work in PSHCE and assemblies. Heads of Year to lead on this. Impact to be reviewed via the SEF process.7. Ensure teachers are using information from Pupil Passports to improve student learning and access to the curriculum as well as outcomes.8. Ensure the strategic deployment of Learning Support Assistants (LSAs) across the academy by the SENDCO.9. Continue the LSA training programme to increase LSA's awareness and to improve student outcomes10. Ensure the effective use of Speech Language and Communication provision in the academy11. Increase staff reading around SEND and Inclusion for staff, with a particular focus on the use of metacognition in differentiation, autism in girls and best practice for inclusive classrooms12. Ensure support for visually impaired students and continuing training for staff on how best to support them with effectively accessing the curriculum
<p>Resources:</p> <p>Staff training sessions to be utilised for SEND issues.</p> <ul style="list-style-type: none">• SENDCO to be responsible for provision mapping for students with SEND• SENDCO to ensure that SEND budget is appropriately allocated in liaison with the Deputy headteacher (line manager).



Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through feedback from the governing body's Engagement Committee
- As part of the Academy self-evaluation process
- Through Line Management meetings between SENDCO and Deputy Headteacher
- Through Engagement Governor Committee meetings and link visits by the Academy SEND governor
- Through Resources Governor Committee meetings (provision map)
- Through the outcomes for students with SEND

Area To Be Addressed: Accessibility of Information

Goals & Targets:

1. Develop more accessible teaching resources for students with SEND using student and parent feedback
2. Increase access to Chromebooks, laptops, iPads and other assistive software and hardware
3. Increase the availability of written information in other formats such as videos and Microsoft Teams tutorials
4. Work with Hackney Education and Stormont House, a specialist school in our Teaching Schools Alliance, to identify and implement best practice on delivery of information to students with a disability
5. Continue to develop the SEND area of the academy website
6. Deliver and evaluate the subsidised Chromebook offer for Years 7 and 12

Strategy & Implementation:

1. Heads of Faculty/Year to ensure a strong focus on accessibility when developing teaching materials and buying new equipment. This involves following guidelines issued by external services and national organisations. Training and sharing of advice from external agencies will be overseen by the Assistant Headteacher SENDCO.
2. Embed the five features of differentiation in all lesson planning.
3. Increase use of tutorial videos, assistive hardware and speech to text and text to speech software thus ensuring equality of access for students with specific learning difficulties.
4. New interactive whiteboards which are backlit to ensure they are less prone to screen glare and are easier to see by visually impaired students.
5. Use the British Dyslexia Association Style guide to ensure resources are presented in a dyslexia friendly way.
6. Establish staff training to promote the use of dual coding in lesson materials and information shared with parents so that resources are more visual and therefore accessible.

Resources:

- LT to ensure that funds are allocated to purchase resources
- SENDCO to co-ordinate appropriate focus areas during ML meetings and student voice cycles.

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- By feedback from parents and students with disabilities
- Through termly meetings of the governing body's Engagement committee
- As part of the school self-evaluation process



- Through Line Management meetings between Deputy Headteacher and SENDCO
- Through Achievement Governor Committee meetings and link visits by the Academy SEND governor
- Ensure that student outcomes for SEND students show progress in line with their peers

Area To Be Addressed: Physical Accessibility

Goals & Targets:

1. To reduce physical barriers to inclusion by adapting physical accessibility in response to changing student needs such as ensuring access to lifts for students with physical impairments and ensuring the site has adequate ramps, markings and signage.
2. To work with Hackney Education and appropriate agencies to increase accessibility to the site by adapting the current building layout.

Strategy & Implementation:

1. Audit of short-term steps that could be taken to improve accessibility e.g., flooring to ease movement of wheelchairs, colour contrasting signage.
2. Ensure accessibility is considered in all future purchase decisions of relevant equipment.
3. Install ceiling mounted power sockets in the Tereshkova building and walking frame mounts to ensure improved access to Art, Design and Technology for those with a physical impairment
4. Move all Art, Design and Technology lessons to the Tereshkova building to improve student access to specialist equipment.
5. Modify the Rosa Parks building to support wheel chair accessible practice rooms, ramps and music technology desks.
6. Work with schools within the Hackney Teaching Schools Alliance to share resources where possible.
7. Ensure that as students return to practical lessons after the limitations of movement around the site during the Covid-19 epidemic, students have the equipment and training necessary to participate safely in practical subjects.
8. SENDCO to update staff regarding students with any additional physical requirements once information is received by admissions yearly.
9. Provide training to appropriate staff on emergency evacuation chairs.

Resources:

- The SENDCO (working with staff from Hackney Education and other appropriate agencies) to gather information and inform staff about specific accessibility measures for visual, hearing and physically impaired students.

Monitoring & Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through feedback from the governing body's Engagement committee
- Through feedback from the governing body's Resources committee regarding potential building work.
- As part of the academy self-evaluation process
- Through meetings with Hackney Learning Trust (and other relevant organisations) and the School Business Leader, regarding issues around accessibility of site and buildings.
- Through Line Management meetings between the Deputy Headteacher
- Through Achievement Governor Committee meetings and link visits by the academy SEND governor
- Student, staff and parent feedback.