



Morley Place Academy

Accessibility Policy and Plan

Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for pupils with disabilities", issued by DfES in July 2002.

The building:

- All classrooms and the Hall and Sports Hall are on the ground floor
- Both the Main and Sports Hall entrances are designed for disabled access
- A disabled toilet and changing/wet area is on the ground floor

The academy complies fully with the latest disability and accessibility requirements.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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".

Aim

Morley Place Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The academy is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the academy's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. Compliance with the DDA is consistent with the academy's aims and equal opportunities policy, and the operation of the academy's SEN policy;

2. The academy recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
- not to treat pupils with disabilities less favourably
- to take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage
- to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

4. The academy recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

5. The academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the New National Curriculum, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

The purpose of the Plan

The purpose of this plan is to show how Morley Place Academy intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the academy’s Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.

2. Morley Place Academy is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The Morley Place Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the academy and events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

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

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

8. The school will work in partnership with WCAT in developing and implementing this Accessibility Plan.

NB

Adhering to the academy's Inclusion Policy is paramount within all curricular and extra curricular areas.

Every effort will be made to ensure that any specific actions appropriate to the individual will be arranged.

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