

The Archbishop Lanfranc Academy – Coloma Trust

Accessibility Statement and Plan (Updated January 2017)



This Accessibility Statement and Plan is compliant with current legislation and requirements as specified in the Equality Act 2010, Schedule 10. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by the DfES in July 2002.

The Archbishop Lanfranc Academy is committed to its duty under this legislation to:

- Increase the extent to which disabled pupils can participate in the Academy’s curriculum
- Improve the physical environment of the Academy for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Definition of Disability

The Equality Act 2010 defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’. The Equality and Human Rights Commission stresses that there is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect.

Physical impairment includes: arthritis, hearing or sight impairment, diabetes, asthma, epilepsy, HIV, cancer, multiple sclerosis, severe disfigurement, and people registered as blind or partially sighted.

Mental impairment includes conditions such as: dyslexia and autism, learning disabilities such as Down’s syndrome and mental health conditions such as depression and schizophrenia.

The disability provisions in the Act include a duty for schools to make reasonable adjustments for disabled people. In summary this means:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Key Objective

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

Principles

1. Compliance with the Equality Act is consistent with the Academy’s aims and statement of equality (published on the Academy website), and the operation of the Academy’s SEND policy (published on the Academy website).
2. The Academy recognises its duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions, exclusions and provision of education and associated services

- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils 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:

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

Actions

The Archbishop Lanfranc Academy has identified the following points for action as part of its commitment to meet the needs of all learners:

a) Delivery of the curriculum

Academy staff will continue to receive training in making the curriculum accessible to all pupils, and will be aware of its importance. The Academy will seek and follow the advice of a range of outside agencies.

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

b) Physical environment

The Academy will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

We are always happy to discuss the individual accessibility requirements of pupils, parents or any visitor to the school.

c) Provision of information in other formats

The Academy is aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.

d) Admission arrangements for pupils with SEND

No pupil will be refused admission to the Academy on the basis of their Special Educational Needs and/or Disabilities. In line with the Equalities Act 2010, we will take all reasonable steps to provide effective educational provision.

Adaptations already in place

Curriculum Access

- Every attempt is made to ensure that pupils with disabilities participate fully in all aspects of Academy life, including all trips and residential visits. Risk assessments detail the additional staffing and resources required.
- Access arrangements, such as reader, extra time, where necessary, are granted under JCQ regulations for KS3 and 4 pupils.
- Liaison with external services and agencies provides support in meeting individual children's needs, including: special programmes, resources, physical adjustments, staff training.
- Lesson planning caters to individual children's needs with high expectations for their learning and achievement.
- Extra-curricular activities are made accessible to all.
- Individual and group interventions cater for children needing additional support.

Physical Access

- Due to the age and composition of some of the Academy buildings there is no wheelchair access to the Inclusion Suite and the Science department. Parts of the Academy site are difficult to access in a wheelchair as there are stepped transitions between buildings.
- The Main building has a wheelchair lift, which gives access to all rooms on the first floor of the Main building.
- There are disabled toilets in the Main building.
- Disabled parking places are available in the car park.
- Liaison with relevant outside agencies to ensure all necessary changes to the classroom and wider school environment are made to accommodate individual pupils.

Information Access

- Home/school diaries and regular updates for parents are used for enhanced communication for some families.

Linked Documents

SEND Policy 2016-17

SEND Information Report 2016-17

Equality Statement

Health and Safety Policy

Document completed by: Dr Sean Knox (Director of Learning)

Date Completed: January 2017

Date of Review January 2018

Academy Accessibility Action Plan:

Target	Tasks	Timescale	Accountability	Outcome
1. Increase effective EAL provision within the Academy	<ul style="list-style-type: none"> - Appoint dedicated LSA team members to oversee EAL provision. - HLTA literacy to provide/make available introductory literacy tasks - To increase EAL out-of-class intervention and evaluate effectiveness 	Autumn Term 2017	Director of Learning Literacy Leader	<ul style="list-style-type: none"> - Pupils with EAL needs are making at least good progress across the curriculum - Classroom support for EAL is more effective at meeting student need - Attainment gap closed to non-EAL learners of similar ability. - Early effective intervention will prevent the need for intervention in the upper key stages.
2. Increase the effective speech and language provision within the school	<ul style="list-style-type: none"> - Appoint LSA member to shadow Speech and Language Therapist and repeat sessions. - Speech and Language Team to deliver Whole School Training Session. 	Autumn Term 2017	Director of Learning	<ul style="list-style-type: none"> - Pupils with speech and language needs are making at least good progress across the curriculum - Classroom support for speech and language is more effective at meeting student need - Attainment gap closed to non-speech and language learners of similar ability. - Early effective intervention will prevent the need for intervention in the upper key stages. - Pupils with EAL needs are making at least good progress across the curriculum - Classroom support for EAL is more effective at meeting student need - Attainment gap closed to non-EAL learners of similar ability.

				- Early effective intervention will prevent the need for intervention in the upper key stages.
3. To maintain the physical environment of the school to ensure that is accessible for all	- Ensure paving slabs, kerbs and pathways are clear of trip hazards and accessible for all	Ongoing	Site Staff	- The Academy site is an inclusive physical environment that can be accessed by all.