THE ACADEMY OF ST FRANCIS OF ASSISI

# Accessibility Policy

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| **Review Period:** | Annually |
| **Date Policy Last Reviewed:** | February 2023 |
| **Person Responsible For Policy:** | SEN Leader |
| **Governing Committee:** | SGB |
| **Date of Governing Committee Approval:** | March 2023 |
| **Date for Review:** | March 2024 |

## Vision and Values

The Academy of St Francis of Assisi has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of Academy life. The Academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, The Academy of St Francis of Assisi aims to:

- Improve the achievement of students
- Improve the quality of teaching and learning (including behaviour and safety of students)
- Improve the quality of leadership and management

## Accessibility Strategy

This statement sets out the ways in which The Academy of St Francis of Assisi provides access to education for students with a disability.

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 their day-to-day activities (Equality Act 2010)

The Academy of St Francis of Assisi's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access
- Information for Students and Parents

## Admissions

The Governors of The Academy of St Francis of Assisi support the Special Educational Needs and Disability Act (2010). The Governors are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. The Academy will review access to the physical environment for students with disabilities.

## Evacuation Procedure

The Academy's evacuation procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities. Staff may be allocated to specific groups/students for evacuation.

## Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students regardless of disability should have access to the full National Curriculum, adapted to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the Academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The academy's Information Computing Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the academy timetable the Academy will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. The Academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

Students at The Academy of St Francis of Assisi have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports
- Academy Drama Production
- Music
- Clubs and activities
- Excursions and trips

The unsuitability of any event and the need for additional support can be discussed fully with parents in advance.

## Information for Parents and Students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND Policy). Large print format materials can be made available.

If either student or parents have difficulty accessing information normally provided in writing by the Academy as worksheets, homework or newsletters then the Academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

Admissions Policy
SEND Policy
Equality Information and Objectives

All other policies will acknowledge the requirements of the policy

| Aim | Current good practice<br>*Include established practice and practice under development* | Objectives<br>*State short, medium and long-term objectives* | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability. | Currently there is an adapted curriculum for all students that is regularly reviewed to ensure it meets the needs of all pupils.<br>We use resources tailored to the needs of students who require support to access the curriculum.<br>Curriculum progress is tracked for all students, including those with a disability.<br>Assessments, both formative and summative, take place throughout the year.<br>Targets are set effectively and are appropriate for students with additional needs.<br>Targets set based on | Resources are suitable for the needs of pupils and are varied and accessible for both staff and pupils.<br><br>Option choices to be extended to include more vocational courses.<br><br>Targets are meaningful for all pupils. | Exploration of vocational courses available: Prince's Trust<br><br>Specific resources to be purchased to support the changing cohort<br><br>Review of targets for SEND pupils in light of any new information received. | SLT<br>Curriculum Lead<br><br>SEN Leaders | ongoing | Resources are accessed by staff and pupils and the curriculum is enhanced as a result.<br><br>Courses in place and being delivered to pupils by trained staff.<br><br>SEND pupils have meaningful and achievable targets which motivate and inspire them to achieve. |

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| | KS2 scores, are regularly reviewed. The curriculum is reviewed every year to ensure it meets the needs of all students. | | | | | |
| A thorough programme of Intervention to support the diverse needs of pupils with SEND and to remove barriers to learning. | Current interventions are delivered by trained and experienced staff on a regular basis. These interventions are reviewed at the end of each term and their impact is evaluated. Changes are made to suit the needs of individuals or groups. | Increase capacity and resources available to the SEND department. This would enable staff to deliver a wider and more comprehensive programme of Interventions on a regular basis e.g.<br>➢ Phonics<br>➢ ELSA<br>➢ Emotion Coaching<br>➢ Multi-Sensory<br>➢ Counsellor Service<br>➢ Learning<br>➢ Sensory Circuit | LSA capacity to be increased to allow more LSAs to deliver intervention. More training and resources for LSAs when the need arises. | SEN Leaders | ongoing | Range and impact of intervention increases |

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| Effective use of Learning Support Assistants in class. | Learning Walks and observations take place to monitor how LSAs are employed/utilised in class.<br>• LSA/teacher liaison sheets are used to instigate and evidence a conversation | Trained LSAs are used to their full potential. They are able to discuss students with teaching staff and help to plan materials. LSAs will also deliver a range of interventions which they have been trained in. | Audit to be completed of quality of liaison sheets and Individual Learning Profiles. Good practice to be shared. LSAs to be given time to meet with | SLT Teaching and Learning Lead | Ongoing | LSAs are fully informed by staff and contribute to lessons significantly. Pupils' needs are met and resources are appropriate due to proper conversations and |

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| | between teacher and LSA regarding schemes of work and to direct the LSA to work with targeted students. | LSAs will be fully deployed in class and impact will be evident. | teaching staff and complete liaison sheets.<br>Software bought to support LSAs and staff. | SEN Leaders<br><br>All Teaching Staff | | allotted time given to plan and discuss.<br>LSAs are fully utilised, both in class and during interventions. |
| Improve and maintain access to the physical environment. | The environment is adapted to the needs of students/families as required.<br>This includes:<br>➢ Lifts<br>➢ Corridor width<br>➢ Disabled parking bays<br>➢ Disabled toilets and changing facilities | Maintain a school building that students of all abilities find accessible. | Maintain the current standard of the school that has been designed to accommodate students of all abilities | Premises Manager<br><br>SEN Leaders | Ongoing | The school building will remain accessible to all students |
| Improve the delivery of information to students/families with SEND. | The school uses a range of communication methods to ensure information is accessible.<br>This includes:<br>➢ Internal signage | To improve the quality of signage across the school building, including the addition of braille and pictorial representations | Signage to be agreed and ordered<br><br>Regularly review the languages that information is offered in. | Headteacher<br><br>Leaders of SEN | Ongoing | All signs will have an additional pictorial and/or braille sign.<br><br>All students and families will be able to access written and spoken |

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| | ➢ Large print resources<br><br>Information both on paper and on website is available in different languages to remove any potential barriers.<br><br>Interpreters are booked in advance of meetings/parents evenings to facilitate communication where there may be language barriers. | Ensure that all members of the school and wider community can access written and spoken information. | Ensure that all correspondence with students and families is accessible to their reading ability.<br><br>Policies to indicate if alternative formats are available. | | | information shared by school. |