



THE ACADEMY OF
ST FRANCIS
OF ASSISI

Accessibility Policy

Review Period:	Annually
Date Policy Last Reviewed:	April 2023
Person Responsible For Policy:	SEN Leader
Governing Committee:	SGB
Date of Governing Committee Approval:	March 2023
Date for Review:	March 2025

I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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 can 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.

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. 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 consider 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
- Drama Production
- Music
- Clubs and activities
- Trips and visits

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

The Accessibility plan will be made available online on the school website, and paper copies are available upon request.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy works closely with the All Saints MAT and supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by Full Governing Board.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Anti-Bullying policy
- Admissions policy

All other policies will acknowledge the requirements of the policy.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability.	<p>Currently there is an adapted curriculum for all students that is regularly reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Assessments, both formative and summative, take place throughout the year.</p>	<p>Resources are suitable for the needs of pupils and are varied and accessible for both staff and pupils.</p> <p>Option choices to be extended to include more vocational courses.</p> <p>Targets are meaningful for all pupils.</p>	<p>Exploration of vocational courses available: eg Prince's Trust</p> <p>Specific resources to be purchased to support the current cohort</p> <p>Review of targets for SEND pupils in light of any new information</p>	DHT (QOE) SEN SLT SESCO	<p>June 2023</p> <p>July 2023</p> <p>July 2023</p> <p>Planning for 23-24</p>	<p>Courses in place and being delivered to pupils by trained staff.</p> <p>Resources are accessed by staff and pupils and the curriculum is enhanced as a result.</p> <p>SEND pupils have meaningful and achievable targets which motivate and</p>

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	<p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is a living document and constantly updated to ensure it meets the needs of all students.</p>	<p>Curriculum to be equitable and ambitious for all</p>	<p>received.</p> <p>Departmental areas to review current provision and curriculum</p>		<p>July 2023</p>	<p>inspire them to achieve.</p> <p>QOE Team work with HODs to review and revise curriculum</p>
<p>A thorough programme of intervention to support the diverse needs of pupils with SEND and to remove barriers to learning.</p>	<p>Current interventions are delivered by trained and experienced staff on a regular basis.</p> <p>These interventions are reviewed at the end of each term and their impact is evaluated.</p> <p>Changes are made to</p>	<p>Increase capacity and resources available to the SEND department.</p> <p>Broad range of interventions to be offered on a regular basis e.g.</p> <ul style="list-style-type: none"> ➤ Phonics ➤ ELSA ➤ Emotion Coaching 	<p>LSA capacity to be reviewed and realigned to allow a team of LSAs to deliver intervention.</p> <p>Specific programme of training and resources for LSAs developed.</p> <p>Develop a clear SEN strategy that</p>	<p>DHT (QOE) SEN SLT SENCO</p>	<p>June 2023</p> <p>July 2023 – in place to start 23-24</p>	<p>Impact of all interventions is monitored and measured.</p>

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	suit the needs of individuals or groups.	<ul style="list-style-type: none"> ➤ Multi-Sensory ➤ Counsellor Service ➤ Learning ➤ Sensory Circuit 	links to the curriculum and needs of the current school cohort.		July 2023	
Use of Learning Support Assistants in class and through interventions.	<p>Learning Walks, student voice and other quality assurance measures take place to monitor how LSAs are employed/utilised in class.</p> <p>LSA/teacher liaison sheets are used to instigate and evidence a conversation between teacher and LSA regarding schemes of work and to direct the LSA to work with targeted students.</p>	<p>LSAs are given appropriate CPD to upskill them and better employ them to support with wider interventions.</p> <p>LSAs work collaboratively with teaching staff help to plan and deliver subject materials.</p> <p>LSAs will be fully deployed in class and impact will be evident.</p> <p>LSAs will support a range of interventions which they have been trained in.</p>	<p>SEN External Review</p> <p>Audit to be completed of quality of liaison sheets and Individual Learning Profiles.</p> <p>Good practice to be shared. LSAs to be given time to meet with teaching staff and complete liaison sheets.</p>	<p>SLT Lead DHT Headteacher</p> <p>QOE Team</p> <p>SEN leaders All Teaching Staff</p>	<p>July 2023</p> <p>Ongoing – review July 2023</p>	<p>Pupils’ needs are met and resources are appropriate due to proper conversations and allotted time given to plan and discuss.</p> <p>LSAs are fully utilised, both in class and during interventions.</p> <p>LSAs work more collaboratively with staff and develop a portfolio of evidence to support CPD and interventions</p>

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<p>Improve and maintain access to the physical environment.</p>	<p>The environment is adapted to the needs of students/families as required. This includes:</p> <ul style="list-style-type: none"> ➤ Lifts ➤ Corridor width ➤ Disabled parking bays ➤ Disabled toilets and changing facilities <p>The Academy's evacuation procedures are adapted to meet the specific needs of an individual.</p>	<p>Maintain a school building that students of all abilities find accessible.</p> <p>Ensure signage is visible, accessible to children who are EAL and includes visuals.</p> <p>Ensure all students are aware of evacuation process and are safe.</p>	<p>Site audit to consider accessibility</p> <p>Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file.</p> <p>Students who may find emergency evacuation difficult may have a</p>	<p>Premises Manager SEN Leaders Headteacher</p> <p>SEN Team</p>	<p>June 2023</p> <p>June 2023</p>	<p>The school building will become more accessible to all students.</p> <p>Students identified and plans in place, shared with staff and marked on Arbor.</p>

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			support assistant in their class.			
<p>Improve the delivery of information to students/families with SEND or EAL.</p>	<p>The school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal Signage • Website (can be translated or text size increased) • Email • Arbor • Large print resources • <p>Information both on paper and on website is available in different languages to remove any potential barriers.</p> <p>Interpreters are</p>	<p>To improve the quality of signage across the school building, including the addition of braille and pictorial representations</p> <p>Ensure that all members of the school and wider community can access written and spoken information.</p> <p>Identify if a student or parents have difficulty accessing information normally provided in writing by the Academy.</p>	<p>Signage to be agreed and ordered</p> <p>Regularly review the languages that information is offered in.</p> <p>Ensure that all correspondence with students and families is accessible to their reading ability.</p> <p>Ensure that interpreters are booked in advance of meetings/parents evenings or Language Line is used to support.</p>	<p>Headteacher</p> <p>Leaders of SEN</p> <p>Office Manager</p> <p>Office Manager SEN team</p>	<p>July 2023</p> <p>Sept 2023</p> <p>July 2023 – review in Sept 2023</p>	<p>All signs will have an additional pictorial and/or braille sign.</p> <p>All students and families will be able to access written and spoken information shared by school.</p>

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	<p>booked in advance of meetings/parents evenings to facilitate communication where there may be language barriers.</p> <p>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.</p> <p>EAL CoOrdinator to share key information with staff for all new starters. Support given by language ambassadors.</p>					