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This policy was amended in consideration of the following UN Convention on the rights of the child articles; Articles 2/23/28

ACCESSIBILITY PLAN

Policy Number	001		
Date of Last Review	July 2021	**Policy Ownership**	Finance & Operations
Agreed by Governors	July 2017	**Date of Next Review**	July 2022

1. Background

The Basildon Academies are committed to working together to provide an inspirational and exciting learning environment for our students and we endeavour to provide members of the Academy's community with a wide range of learning opportunities, whatever their ability or need.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment; and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

2. Objectives

The Accessibility Plan objectives are to ensure that:

- the Academy is committed to continuous development to maintain inclusive practice;

- the Academy will identify and overcome barriers to the inclusion of people with disabilities in all aspects of Academy life;

- the Academy will ensure all staff receive adequate training to enable the effective education of students with disabilities;

- the Academy will prioritise sufficient resources to support the actions identified in this plan.

The Academy will continue to monitor and review its education and other services to ensure these are accessible and effective.

3. Access to the curriculum

3.1 Aims:

- Ensure all staff understand their responsibilities under the Disability Discrimination Act (DDA) and Disability Equality Duty (DED);

- Develop staff skills in delivering the curriculum to students with disabilities;

- Improve access and participation in the wider curriculum for students with disabilities;

- Monitor the progress of students with disabilities.

3.2 Strategy and Implementation:

- Staff training to be on-going, ensuring new staff and trainee teachers are trained and existing staff have regular updates and reminders. Training to be delivered as part of Safeguarding Training.

- Teaching and learning strategies will include adjustments for students with disabilities where needed;

- The Academy will use the data from the disability profile to inform planning for teaching and learning;

- The Academy will promote positive images of disability through all aspects of the curriculum;

- Consultation with students and others with disabilities to be on-going and feed into new strategies.

3.3 Resources

- Time for release of staff and students involved in training and consultation;
- Time at INSET/twilights for staff updates;
- Payment for third party trainers where necessary.

3.4 Monitoring and Evaluation

Progress towards meeting the goals and targets will be monitored by:

- Academy self-evaluation process;
- Learning observations;
- SEND monitoring process;
- Governing body and SEND Governor;
- Staff meeting notes and reporting.

4. Accessibility of information

4.1 Aims

- Develop alternative ways of recording and presenting information for people with disabilities;

- Develop staff skills in delivering information to people with disabilities.

4.2 Strategy and Implementation

- Develop resources in other formats e.g. large print, audio discs;

- Identify preferred method of communication of all people with disabilities in regular contact with the Academy;

- Raise awareness about multi-sensory support in the classroom e.g. photographs, hearing impaired symbols;

- Use skills in staff team;

4.3 Monitoring and Evaluation:

- Academy self-evaluation process.
- Governing body and SEND Governor.
- Inclusion strategies.

4.4 Resources:

- Administrator time.
- Appropriate CPD.
- Staff meeting notes and reporting.

5. Physical Accessibility

Care has been taken to ensure that The Academy is fully accessible to disabled people.
5.1 Aims:

- Reduce physical barriers to inclusion;
- Improve access to physical aids;
- Create an environment that welcomes diversity and difference.

5.2 Strategy and Implementation:

- Specialist equipment will be made available through the SEND framework;

- The identification of barriers in the physical environment will take into consideration students who may want to come to the Academy in the future as well as students currently in the Academy;

- Any general building development work, refurbishment or redecoration will consider accessibility issues as a matter of course.

5.3 Resources:

- Access to specialist advice about building for disabled access.
- Inclusion Strategies.

5.4 Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored by:

- Academy self-evaluation process;
- SEND monitoring processes;
- Governing body and SEND governor;
- Inclusion Staff meeting notes and reporting.

6. Evaluating Access Arrangements

- A progress report is made to the Governing body each year, who in turn report to parents/carers through the Annual Report;

- The SENCO meets annually with the SEND Governor to discuss Inclusion and SEND;

- The Access policy is reviewed annually by the Academy.