



# Accessibility Policy

	<b>Version 2.0</b>
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Adopted by Governing Body	May 2021
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Statutory/non-statutory	Yes
Website?	Yes
Key individual	Business Manager

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## 1. 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 disabled students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

The Archer Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

We are committed to providing an accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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

## 2. Ethos

In framing and developing its Accessibility Policy, the Archer Academy follows the social model of disability, and not the medical model.

The medical model looks at what is 'wrong' with the person, not what the person needs. This model focuses on 'fixing' or changing disabilities by medical and other treatments, creates low expectations and leads to people losing independence, choice and control in their own lives.

The social model states that disability is caused by the way society is organised, rather than by a person's impairment. It looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled people become more independent, with increased choice and control over their own lives. The social model provides a stimulus for organisations to review their physical environment and operational arrangements with a view to adapting and changing them in order to extend and improve physical and social accessibility.

As a consequence of following the social model, the Accessibility Policy refers to 'disabled people'. This is not intended to restrict or remove individual's rights to self-define themselves and their situation.

## 3. Plan Availability

The accessibility plan is available online on the school website and paper copies are available, on request, from both offices.

If you have any concerns relating to accessibility in school, our complaints procedure sets out the process for raising concerns.

## 4. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled students under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **5. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

## **6. 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 the Resources Committee and approved by the Full Governing Body.

## **7. Links with other policies**

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

- Curriculum policy.
- Health and safety policy.
- Equality information and objectives.
- Special educational needs (SEND) policy and information report.
- Supporting students with medical conditions policy.
- School Development Plan.
- Safeguarding Policy.

## 8. Accessibility Plans

### 8.1 Increase the extent to which disabled students can participate in the curriculum

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<p>The Archer Academy offers a differentiated curriculum for all students.</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 disabled students.</p> <p>Targets are set effectively and appropriately for students with additional needs.</p> <p>The curriculum and in class support is reviewed regularly to ensure it meets the needs of all students.</p> <p>Structured homework and guidance.</p> <p>Setting in core subjects across all year groups.</p> <p>GCSE available pathways (including vocational options)</p>	<p><b>The actions below are already in place, are ongoing and under constant review and will be adapted as and when needed to suit the needs of individual students:</b></p> <p>Build on current staff training to ensure full differentiation within schemes of work.</p> <p>Reducing timetables when necessary to concentrate on core subjects or targeted GCSE subjects e.g. dropping a foreign language or citizenship classes if not planning to study them for KS4.</p> <p>Ensure staff have access to specific learning strategies.</p> <p>Continue with regular ongoing ‘team around the child’ meetings to provide in-depth support for the more complex students.</p> <p>Ongoing training for all staff to enable them to deliver specific interventions to support all students.</p>	<p>Head of SEND &amp; Inclusion</p>	<p>Ongoing unless otherwise stated.</p>



	<p>Occupational Therapy, Physiotherapy).</p> <p>Professional counselling services.</p> <p>Careers guidance counsellor.</p> <p>Qualified and approved exam access arrangements advisor.</p> <p>Liaison with borough's visual impairment team &amp; audio impairment team.</p>			
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In all of the above the school will make every effort to ensure access and opportunities for all pupils, without discrimination, recognising the school's finite access to resources, its responsibilities to all students and staff and its financial obligations and duties.

## 8.2 Maintain the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys / Lifts	Both sites have 3 storeys. Stairs are kept clean, tidy and free from obstruction at all times.	Maintain and ensure access.	All school staff	Ongoing
	Both sites have lifts with maintenance service agreements in place.	Review the service contracts annually.	Premises Manager	Annual
Corridor access	All corridors are wide enough and accessible for wheelchairs	Ensure that equipment does not block the corridors.	All school staff	Ongoing
Physio rooms	Physio rooms on both sites. Hoists are provided in both rooms depending on need and have a service level agreement.	Ensure that the hoist is maintained and that the service agreement is adhered to.	Head of SEND & Inclusion /Premises Manager	Ongoing Annual
Parking bays	Accessible bays are marked.	Ensure that these are kept free.	Reception / Premises Manager	Ongoing

Entrances	Automatic front doors in Lower school. Upper school front doors do not open automatically.	None required. To be automated.		2021-22
Ramps	Step free access to all buildings except for the Art room in Upper school that has a ramp.	Maintain the ramp and ensure that it is kept clear of obstructions.	Premises Manager	Ongoing
Toilets	All toilets are accessible and the disabled toilets have alarms and grab rails.	Ensure termly function test.	Premises Manager	Termly
Reception areas	Accessible to wheelchair users.	Ensure that equipment does not block the reception areas.	Premises Manager	Ongoing
Internal signage	Large signs in place.	Continue to ensure that signs are maintained.	Premises Manager	Ongoing
Emergency escape routes	Fire evacuation plan in place. Signage well and clearly displayed throughout the school.	Ensure weekly testing of alarms and termly fire evacuation drill. Continue to ensure that signs are maintained.	SLT Premises Manager	Ongoing
Changing Rooms	There are no changing rooms in Upper school. In Lower school there is an accessible shower with a pull cord.	Ensure termly function test.	Premises Manager	Termly

Climbing Wall	There is a climbing wall in the Lower school sports hall which is accessible and inspected annually. Ropes are checked each time the wall is used.	Review the service contract annually.	Premises Manager	Annually
Height Adjustable Desks	These are in every classroom and are checked monthly.	Ensure monthly checks take place.	Premises Manager	Ongoing

### 8.3 Improve the availability of accessible information to disabled students

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<p>The Archer Academy uses a range of communication methods to ensure information is accessible.</p>	<p>Internal signage.</p> <p>Large print resources.</p> <p>Printing on coloured paper as required by dyslexic students.</p> <p>Phonac Air system for those with hearing impairment.</p> <p>Computerised communication system tailored for and used by a specific student.</p> <p>Visual timetables.</p> <p>Handouts of lesson slides.</p> <p>In class support to ensure that all tasks are recorded accurately for comprehension purposes.</p> <p>Regular liaison with home over difficulties / issues that arise.</p> <p>Providing information about further education establishments that could provide KS5 courses for the students.</p>		<p>Head of SEND &amp; Inclusion</p>	<p>Ongoing unless otherwise stated.</p>

	Use of keyworkers for the four areas of SEND needs.			
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