

This plan is drawn up in accordance with the planning duty in The Equality Act 2010. It also draws on the guidance set out in 'The Equality Act 2010 and schools: departmental advice for school leaders, school staff, governing bodies and local authorities', issued by the DfE in May 2014.

Disability is defined by The Equality Act 2010:

*"A person has a disability 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 carry out normal day to day activities".*

## Aim

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy for students, and prospective students, with a disability.
  - To reduce and eliminate barriers to access to the building and environment for all stakeholders in the academy including students, staff and visitors.
1. The academy's admissions policies are consistent with compliance with The Equality Act 2010.
  2. The academy recognises its duty under The Equality Act 2010:
    - a. not to discriminate against students with disabilities in their admissions and exclusions, and provision of education and associated services
    - b. not to treat students with disabilities less favourably for a reason related to their disability
    - c. to make reasonable adjustments to avoid putting students with disabilities at a substantial disadvantage
    - d. to publish an accessibility plan that will increase access to education for students with disabilities
  3. The academy recognises and values parents' knowledge of their child's disability and its effect on his or her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality.
  4. The academy ensures a common high quality of experience for all students to help maximise each individual's potential, whilst supporting creativity and individuality within teaching and learning, through:
    - a. intelligent sequencing
    - b. highly tailored learning activities
    - c. effective formative assessment
  5. The academy is committed to ensuring that adequate resources will be allocated to the implementation of the plan.
  6. This plan should be read in conjunction with the Trust SEND Policy and the Academy's SEND Information Report.

## Statements of success

		Annual RAG		
		1	2	3
A	<i>No student absence on the basis of lack of accessibility to the college building</i>	G	A	
B	<i>No student applications turned away on the basis of lack of accessibility to the college environment</i>	G	G	

## Plan / Spend

Plan / Spend		Implementation Timeline									Annual RAG			
		Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Lead Person	1	2	3
1	Ensure disabled parking bay is accessible at all times and known about by staff, students and parents/carers	Co	→		→		Rv				VWR/PAD	G	A	
2	Ensure a robust evacuation procedure for students, staff and visitors with additional needs, including mobility difficulties	PI									VWR/PAD	G	G	
3	Ensure the building is adequately resourced with EVAC chairs	PI	Im	Rv							VWR/PAD	G	G	
4	Ensure staff are confident and competent in the use of EVAC chairs	PI	Im	Rv							VWR/PAD	G	G	
5	Ensure reasonable adjustments are made to all trips to ensure accessibility	PI	Im	Rv							VWR/CLI	A	G	
6	Develop and extend careers advice so that all vulnerable students are able to access appropriate next steps	PI	Im	Rv							RWO/SAF/ PAD	G	G	
7	Ensure enrichment activities are appropriate and accessible	Im	Co	Rv							KWA/PAD	G	G	
8	Risk assessments and PEEPS completed and communicated to staff where required	Im	Co	Rv							VWR / PAD	G	G	
9	Ensure 2 lifts are operational				Im		Rv						A	
10	Investigate the viability of opening the third lifts				PI		Rv				VWR/PAD		R	



**Plan / Spend**

**Implementation Timeline**

**Annual RAG**

Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Year 1 C1	Year 1 C2	Year 1 C3	Lead Person	1	2	3

**Key**

<b>Co</b>	Communicate	<b>Pl</b>	Plan	<b>Pt</b>	Pilot	<b>Rv</b>	Review	<b>Im</b>	Implement
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