



St. Edward's Church of England Academy

Accessibility Plan and Disability Scheme Policy

**Approved by Trustees:
Last reviewed in: June 2023
Next review due by: June 2026
Statutory Policy**



St Edward's
Church of England
Academy

The Vision for Education at our Academy

Jesus says, "I have come that they may have life and have it in all its fullness."

John 10:10

Our school vision is to ensure that God's aspiration for us all, as expressed in Jesus's words from John 10:10, is reflected in our aspiration for all of our children and staff to experience a full and rich life of learning, growing, helping, and caring for each other.

We are an inclusive community where all are welcomed, supported and celebrated for all they are and for all they do. Our Academy is a place of, and a space for, flourishing and fulfilment because here...

...we are 10:10 people.

As a Christian Academy, we live and breathe our core values:

- Respect
- Courage
- Hope
- Friendship

"For I know the plans I have for you, declares the Lord, plans to prosper you and not to harm you, plans to give you hope and a future."

Jeremiah 29:11

***"Be strong and courageous.
Do not
be afraid; do not be
discouraged for
the Lord your God will be with
you wherever you go."***

Deuteronomy 31:6



***"I no longer call you
Followers. Instead I call
you friends."***

John 15:15

"Show proper respect to everyone"

1 Peter 2:17



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1. Introduction

This plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010. These are the same duties previously detailed by the Disability Discrimination Act (DDA), which have been replicated in the Equality Act 2010.

This Accessibility Plan forms part of the Academy's Disability Equality Scheme and is a statutory duty. It details how the local governing body plans to proactively improve the equality of opportunity for those within its Academy community who have a disability. The duty is to anticipate and plan for their future needs.

1.1 Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): '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.'

The DDA 2005 amended the definition of disability. It ensured that people with HIV, cancer and multiple sclerosis are deemed to be covered by the DDA effectively from the point of diagnosis, rather than from the point when the condition has some adverse effect on their ability to carry out normal day to day activities.

In line with the Equality Act 2010 the aims of this policy are to:

- Ensure all Pupils, including those with a disability as defined within the Equality Act, have access to a full and broad curriculum [SEP]
- Ensure that reasonable and suitable adjustments are made to the physical environment to ensure pupils with a disability are able to participate fully in Academy life
- Respond to individual pupil need to make suitable adaptations to the physical environment
- Overcome potential barriers to learning and assessment for pupils with a physical or learning disability

Furthermore, the Disability Equality Duty (2010) required all Academy's to:

- Eliminate discrimination that is deemed to be unlawful under the Act
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Take steps to take account of disabilities even if this involves treating disabled persons more favorably



This duty requires Academy's to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan
- Publish the DES/Action Plan
- Demonstrate they have taken action identified to achieve outcomes
- Report on progress, review and revise the DES annually

1.2 Accessibility

This Accessibility Policy is an 'umbrella' document; it encompasses existing policies and development plans implemented and monitored by a range of teachers, the senior leadership team and governors.

Policies to be considered alongside this Accessibility Plan are as follows:

- Special Educational Needs and Disability Policy
- St Edward's Academy Special Educational Needs and Disabilities (SEND) Information Report
- St Edward's Academy Safeguarding Policy
- Health and Safety Policy
- Staff Related Policies, such as Risk Assessment and Return to Work
- Academy Behaviour Policy
- This plan will also be used to advise and inform other Academy planning documents and policies

1.3 Removing Barriers

We continue to be proactive in removing difficulties to disabled pupils and members of the community who may wish to access our facilities. Action already taken includes:

- The installation of ramps
- Installation of a lift providing access to the first floor
- Disabled toilet and shower facilities, one of which provides access to a hoist
- Resources can be provided in enlarged print
- Academy literature is available in different formats when requested
- Adaptation of the Academy timetable to ensure accessibility
- Specialist equipment made available to staff and pupils

2. Purpose and aims of the policy

St Edward's Church of England Academy is committed to providing an environment that enables curriculum access for pupils and prospective pupils with a disability. We aim to promote equality of opportunity and good relations across all aspects of Academy life, taking



positive action to increase the accessibility of our Academy for disabled pupils, staff, parents/carers and visitors in order to promote the highest possible standards of achievement regardless of educational, physical, sensory, social, spiritual, emotional and cultural needs. Moreover, we are committed to challenging attitudes relating to disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We will achieve this by:

- Providing safe access throughout the Academy for all Academy users
- Ensuring that an inclusive ethos is established and maintained in which pupils and staff feel valued and secure
- Opposing all forms of discrimination and harassment
- Being proactive in tackling and eliminating unlawful discrimination, following clear procedures which are understood by all
- Have consistent expectations of the pupils and their learning
- Providing training for all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the Academy experience as fully as possible
- Ensuring that all pupils and staff are encouraged and able to achieve their full potential, build self-esteem and develop confidence and pride in their achievements
- Ensuring the learning and teaching environment and the resources used are suitable for all staff and pupils, making reasonable adjustments to suit individual needs through our curriculum and lesson planning
- Ensuring all pupils develop mutual respect through the Academy ethos, teachings and adult example
- Giving all pupils equal opportunities regardless of race, gender or disability
- Encouraging pupils to develop and maintain positive relationships
- Encourage pupils to make healthy choices in relation to their lifestyle
- Respecting and valuing differences between people; preparing pupils for life in a diverse society
- Promoting positive relations between groups within the Academy and the wider community, making Academy a place where everyone feels welcomed and valued

The achievement and participation of pupils with disabilities will be monitored. We will use this data to raise standards and ensure inclusive teaching.



3. Information, Performance and Evidence

3.1 Pupil achievement

Assessment and achievement data are recorded for all pupils including those with SEN or a disability. Pupil progress/achievement is targeted, monitored and analysed by Faculty Leaders together with members of the senior leadership team in order to ensure inclusion and progression for all pupils. Care Plans and Pupil Profiles/learning plans are monitored and adjusted as a result of such data updates. Annual and other review meetings are held to include parents/carers, staff and appropriate external agencies. All pupils are encouraged to attend their review meetings.

House Leaders liaise with feeder Academy's to identify disabled pupils prior to admission and monitor their progress as a specific group to help to identify any areas of concern or potential barriers that may exist and make reasonable adjustments accordingly.

3.2 Learning Opportunities/Curriculum and Wellbeing

We are committed to promoting learning opportunities and developing a curriculum that meets the needs of all young people. All vulnerable pupils (of which disabled pupils are part) receive additional monitoring, tracking and where appropriate.

Additional, personalised opportunities are purposefully introduced to raise self-esteem, such as pupil workshops and Academy assemblies to raise whole Academy awareness.

3.3 Admissions, Transitions and Exclusions

Admission data for Year 5 is used to identify those pupils with a disability together with the SEN register. Transitions and exclusions will be monitored in terms of disability to identify trends, which will then be analysed in more detail. Reasonable adjustments will then be made as required. Heads of House prepare Year 8 pupils for transition, working closely with representatives from their respective High Academy.

3.4 Social Relationships

Social relationships at break and lunchtime are monitored by teaching/ support staff and/or lunchtime supervisors. The Academy encourages all pupils regardless of any disability to take an active part in the Academy community.

3.5 Employing, Promoting and Training Disabled Staff

In line with St Edward's Church of England Academy's recruitment and selection procedures, we operate an interview guarantee scheme for any disabled applicant who



meets the selection criteria. The Academy encourages and supports employment, promotion and training of all staff regardless of disability.

3.6 Disability in the Curriculum, including Teaching and Learning

We encourage a positive attitude towards people with disabilities. Staffs are aware of disabled pupils needs and make adjustments to their resources and teaching styles wherever appropriate. We acknowledge disability in the curriculum and aim to make improvements by raising the profile of disability issues through the delivery of the curriculum.

3.6 Eliminating Bullying

Our bullying policies are explicit as to how discrimination, bullying and harassment of all pupils and adults will be dealt with.

3.8 Reasonable Adjustments

Where a reasonable adjustment is made following and identifies need, relevant groups or individuals will be consulted to monitor and review its effectiveness.

3.9 Academy Lettings

Facilities and resources are made available on a letting basis to all members of the community. Where possible, facilities will be made available on the ground floor and additional reserved parking will be provided.

3.10 Contractors and Procurement

Contractors and procurements from St Edward's Church of England Academy's approved lists are covered by the County Council's DES.

Furthermore, upon request the catering staff can provide a range of foods that allow for the different needs of our pupils.

3.11 The Trustee Body

All nominations received to become a member of the Trustee body are treated equally. Disabled representatives are welcomed and locations are accessible within Academy. Regular articles in the Academy's newsletter clarify the role of the Trustee Body and explain how it contributes to the life of the Academy.

3.12 Partnership with Parents and the Community

The Academy works in partnership with parents and the community to develop positive attitudes to diversity and to address the specific incidents and needs.



3.13 Review and Implementation

The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed every three years by the Academy following consultation with the larger Academy community, parents and the Academy council.

The review will examine each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be carried forward to the subsequent action plan.

Policies that are referred to within or should be read in conjunction with this policy are:

- Special Educational Needs and Disability Policy
- Special Educational Needs and Disabilities (SEND) Information Report
- Safeguarding Policy
- Health and Safety Policy
- Staff Related Policies, such as Risk Assessment and Return to Work
- Behaviour for Learning Policy