

Mission Statement

We believe that Future Schools Trust (Cornwallis Academy, New Line Learning Academy and Tiger Primary) is a place to be happy and safe, where all children are valued, nurtured and acknowledged as individuals; growing together within the school and the community. This environment supports and challenges all children to reach their potential; to move on as confident, caring participants and members of society.

Aims

Future Schools Trust (the Trust) aims to include all pupils, including those with disabilities, in the full life of the school.

Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is userfriendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

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

LEGISLATION

This Policy takes account of:

- Special Educational Needs Code of Practice 2015
- Children's and Families Act 2014
- The Special Educational Needs and Disability Act (SENDA) 2001
- Education Act 2002, Education Act 2011
- Education (Special Educational Needs Coordinators) (England) Regulations 2014
- The Equalities Act 2010
- Keeping Children Safe in Education, July 2015

Accessibility Plan and Disability Statement

The Special Education Needs (SEN) and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- a) not to treat students with Special Educational Needs and Disabilities (SEND) less favourably for a reason related to their disability;
- b) to make reasonable adjustments for SEND students, so that they are not at a substantial disadvantage;
- c) to plan to increase access to education for SEND students.

Policy Definitions

Special Educational Needs

1. In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.
2. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:
 - have significantly greater difficulty in learning than the majority of children of the same age; or
 - have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
 - are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.
3. Students must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.
4. The Trust has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that the Academy is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.
5. Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). This accessibility plan, in conjunction with our Special Education Needs Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and provides an outline of how the Academy will manage this part of the SEND provision.

Disability

A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

See Chapter 1, Section 6, Equalities Act 2010

Scope of the Plan

This Plan covers all three main strands of the duties as required by schools.

Accessibility Plan and Disability Statement

1. ACCESS TO THE CURRICULUM

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. The Trust will plan to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework.

GOALS & TARGETS:

1. Ensure all staff understand their responsibilities under the Disability Discrimination Act (DDA) and Disability Equality Duty (DED)
2. Develop staff skills in delivering the curriculum to students with disabilities
3. Improve access and participation in the wider curriculum for students with disabilities
4. Monitor the progress of students with disabilities

STRATEGY & IMPLEMENTATION

1. Staff training to be on-going, ensuring new staff are trained and existing staff have regular updates and reminders. Training to be delivered by SENCO and/or third party trainers.
2. Teaching and learning strategies will include adjustments for students with disabilities where needed.
3. The Academy will use the data from the disability profile to inform planning for teaching and learning.
4. The Academy will promote positive images of disability through all aspects of the curriculum.
5. Consultation with students and others with disabilities to be on-going and feed into new strategies.

RESOURCES

1. Time for release of staff and students involved in training and consultation.
2. Time at Inset annually for staff updates.
3. Payment for third party trainers.

MONITORING & EVALUATION

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

1. Academy self-evaluation process.
2. Lesson observations.
3. SEN monitoring process.
4. Governing body and SEN Governor.

Accessibility Plan and Disability Statement

2. ACCESSIBILITY OF INFORMATION

This covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils’ disabilities and pupils’ and parents’ preferred formats.

GOALS & TARGETS

1. Develop alternative ways of recording and presenting information for people with disabilities.
2. Develop staff skills in delivering information to people with disabilities.

STRATEGY & IMPLEMENTATION

1. Develop resources in other formats e.g. large print, audio discs.
2. Identify preferred method of communication of all people with disabilities in regular contact with the Academy.
3. Raise awareness about multi-sensory support in the classroom e.g. photographs, hearing impaired symbols.
4. Use skills in staff team e.g. staff and students training in British Sign Language.
5. Produce an ‘easy to read’ version of The Disability Equality Scheme.
6. Produce a ‘large type’ version of the Academy entry document.

MONITORING & EVALUATION

1. Academy self evaluation process.
2. Governing body and SEN Governor.
3. Inclusion steering committee.

RESOURCES:

1. Administrator time.
2. British Sign Language course.
3. Meeting time for SENCo and Team

Accessibility Plan and Disability Statement

3. PHYSICAL ACCESSIBILITY

The Academy accommodation is new build and every care has been taken to ensure that it is fully accessible to disabled people. Subsequent additions and refurbishments are DDA compliant, and the annual Health and Safety Audit also considers matters relating to DDA.

GOALS & TARGETS

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

STRATEGY & IMPLEMENTATION:

To create an environment that welcomes diversity and difference.

1. Specialist equipment will be made available through the SEN framework.
2. 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.
3. Any general building development work, refurbishment or redecoration will consider accessibility issues as a matter of course.

RESOURCES:

1. Access to specialist advice about building for disabled access.
2. Feedback from disabled people using the accommodation.

MONITORING & EVALUATION:

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

1. Academy self evaluation process.
2. SEN monitoring processes.
3. Governing body and SEN governor.

Accessibility Plan and Disability Statement



EVALUATING ACCESS ARRANGEMENTS

1. Academy data is analysed to assess outcomes for disabled students and to inform the annual action plan.
2. A progress report is made to the Governing body each year, who in turn report to parents/carers through the Annual Report.
3. The SENCO meets annually with the SEN Governor to discuss Inclusion and SEN.
4. The Access policy is reviewed annually and amended accordingly.

AVAILABILITY OF THE PLAN

The Access plan will be available on the Academy website along with the other inclusion policies. A hard copy or other formats are available on request.

Disability Statement

Future Schools Trust is committed to promoting its core values of respect, community, aspiration and achievement. Promoting equality and educating our students with regard to their responsibilities as British citizens forms a key part of this commitment.

Definition of Disability

A disabled person (child or adult) is someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

A **physical or mental impairment** includes sensory impairments, impairments relating to mental functioning, including learning disabilities and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.

Substantial means more than minor or trivial.

Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.

Normal day-to-day activities cover the following categories: mobility, manual dexterity, physical coordination, continence, ability to lift carry or move everyday objects, ability to see, hear or speak memory or ability to concentrate, ability to learn or understand and the perception of the risk of physical danger.

Someone with impairment may be receiving medical or other treatment which alleviates or removes the effects of that impairment, but not the impairment itself. In such cases the treatment should be disregarded and the impairment is taken to have the effect it would have had without the treatment.

Some people are automatically deemed to have a disability– those with HIV, cancer, MS, and severe disfigurements. There are special provisions for people with progressive or recurring conditions.

Admissions

The Trust will not discriminate against a disabled person by refusing or deliberately not accepting an application from a disabled person purely on the grounds of their disability.

Trust staff will make enquiries at the time of any application by students to find out whether those seeking admission to the Academy have a disability in order to prepare to make any reasonable adjustments necessary.

Exclusions

The Trust recognise that it is unlawful to discriminate against a disabled pupil by excluding them from the Academy solely because of their disability.