THE SKIPTON ACADEMY

Accessibility Plan

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THE SKIPTON ACADEMY ACCESSIBILITY PLAN

Introduction

This Accessibility Plan is designed to ensure that The Skipton Academy complies with equality and disability legislation and best practice. The Skipton Academy is committed to providing an environment which respects and values all students, staff, parent/carers and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the academy facilities and services, including those with disabilities and special educational needs.

The academy is committed to making reasonable adjustments* to allow students with disabilities to access the educational provision and related services at the school. *(*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of disabled students).*

We plan, over time, to increase progressively the accessibility of the school to students with disabilities (the planning duty).

This Plan is made available on the school's website and is also available in large print or other accessible format if required.

Duties on the academy

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments to ensure that students who are disabled are not at a substantial disadvantage in comparison to students who are not disabled; and
- to plan to increase access to education for disabled students, where realistic.

Purpose

This Plan sets out the academy's proposals to increase access to education for disabled students in the three areas required by the planning duties in the Disability Discrimination Act, namely:

- increasing physical access;
- increasing access to the curriculum;
- increasing access to written information

Policies linked to the Accessibility Plan

Health & Safety Policy
Behaviour & Relationships Policy
Equality Policy
Admissions Policy
Anti-Bullying Policy

Identifying need

- The Skipton Academy will seek to make early identification of need through close liaison with primary feeder schools and involvement in relevant annual reviews;
- identification of need because of change of circumstance [for example through accident or illness] will be made by working closely with parents and outside agencies, like the local authority Prevention Service and CAMHS;

- The Skipton Academy SEND Register will be regularly reviewed, with Student Passports in place and updated;
- The Skipton Academy inclusion and pastoral meetings will identify vulnerable students, set out interventions to support them, and raise awareness of their particular vulnerabilities;
- The Skipton Academy rigorously tracks student progress to identify issues and possible underachievement.

Increasing physical access

All key areas of The Skipton Academy are accessible by ramp and/or lift. Disabled toilet facilities are available near the Main Hall.

Increasing access to the curriculum

We will ensure that the curriculum is flexible to better meet all students' needs through:

- considering part time attendance at lessons for students with temporary injury/illness, sometimes through relocation of lessons or use of the Student Support Centre (SSC);
- small group work to support improvements in basic skills like literacy and numeracy;
- adaptation of resources and learning outcomes;
- designing student groupings to meet individual needs wherever possible;
- providing in class support through Teaching Assistants;
- raising awareness of disabilities through the Personal Development programme, assemblies and staff training;
- making break and lunch clubs available for vulnerable students;
- making the most of the transition process by ensuring early and frequent visits to ease the change of schools;
- allowing students with physical difficulties to move between lessons outside of the normal transition times and/or accompanied;
- having Teaching Assistants accompany vulnerable students on extracurricular activities; and
- ensuring the appropriate examination access arrangements are in place to allow extra time, readers, scribes, use of laptops, etc.

Increasing access to written information

Materials and resources are adapted according to need, for example:

- handouts with large print or on coloured sheets;
- accommodation made for students with colour blindness;
- sensitive seating arrangements for students with hearing or sight impairment;
- simplified language on worksheets;
- facility to record work orally, if appropriate;
- consultation with appropriate professionals to advise on impairments prior to transition; and
- use of handwriting pens.

Communication with parent/carers

In order to best meet the needs of a student with a disability, the academy requires full information. Parent/carers are expected to work with the academy and provide full information about any disabilities, special educational need or other relevant information to the academy before and after the student has started at the academy.

Review

During the period to which this Plan relates, the academy will keep the Plan under review and will make revisions and updates as necessary.