



Ark Evelyn Grace Academy

ACCESSIBILITY PLAN 2016-2019

POLICY INFORMATION

Named personnel with designated responsibility for Access

Academic year	Designated Senior person	Deputy Designated Senior person	Nominated Governor	Chair of Governors
2016/2017	Lesley Carneiro	Chris McIntosh	Maureen Sheridan	Richard De Friend

Policy review dates

Review Date	Changes made	By whom

Ratification by Governing Body

Academic year	Date of ratification	Chair of Governors
2016/2017		Richard De Friend

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1 SETTING INFORMATION

Vision and Values

Ark Evelyn Grace Academy is an inclusive school where all students are made to feel welcome and valued. Our academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Our academy aims to provide a rigorous and transformational education that prepares students for success so that every student will find an individual pathway to University and Career Success.

Describe the Diverse Needs of the Community

Ark Evelyn Grace Academy is a mixed, non-selective secondary school in Lambeth. The school has grown year on year and the 6th form which offers a range of academic A Level subjects to students aspiring to go to university opened in September 2014. Evelyn Grace Academy is smaller than the average-sized secondary school with 844 on roll.

A high proportion of students are from minority ethnic backgrounds, particularly of Black African and Black Caribbean heritage. The proportion of students who speak English as an additional language is very high. The academy also has an above average proportion of students who have special educational needs, supported in school or with an Educational Health Care Plan or a statement of special educational need. Students supported by the pupil premium is well above average (72.39%)

The academy is located in Coldharbour Ward in Brixton, an area of high crime and deprivation. It is one of the 10 most deprived wards in England and Wales as measured by the Census deprivation score (employment, education health and housing) with the highest proportion of deprived households, and one of the highest proportions of severely deprived households.

Consultation to inform Audit/Action Plan: School staff, governors and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

Views of Parents

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff speak community languages.

Views of Children and Young People

Pupils are regularly consulted, including through personal reviews, student council and student voice.

Who contributed to this Plan?

This plan was put together in consultation with Inclusion staff. Wider consultation with parents and pupils will happen throughout 2016 - 2017.

2 PURPOSE

Ark Evelyn Grace Academy is committed to providing a fully accessible environment which values and includes all pupils, 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. We aim as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co – ordination
- Mobility
- Continence
- Ability to lift, carry or move everyday objects
- Speech, hearing or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

All pupils should be able to take part in the day to day life our the school and benefit from the learning experiences we provide

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If the school fails to do this they are in breach of the Equality Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plans is attached in section 5 which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- [Curriculum](#)
- [Teaching and Learning](#)
- [Equal Opportunities Policy](#)
- [Health & Safety Policy](#)
- [Special Educational Needs and disabilities Policy](#)
- [Behaviour Management Policy](#)

- [Emergency Evacuation Procedures](#)
- [School Prospectus](#)

Information from pupil data and school audit

The latest information regarding the support for pupils with special educational needs and disability for the academy can be found in the SEND Register.

Views of those who are to be consulted during the development, monitoring and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, pupils and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by the academy to its students and staff.

The main priorities in the academy's plan are as follows:

Increasing the extent to which disabled pupils can participate in the school curriculum

Ark Evelyn Grace Academy will endeavour to provide suitable access to a range of curriculum opportunities.

- The academy will endeavour to provide suitable access both onsite and at alternate provisions
- Where necessary, guidance and support will be given by the SENCO and specialist professionals
- The academy has several teaching assistants who are deployed by the SENCO to ensure the needs of students with a statement or Education, Health and care plan are being met.
- The academy continues to source and facilitate services from a range of agencies for all pupils and their families.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- The main building has a lift ensuring access for all pupils. All staffrooms are accessible by lift for any staff with mobility needs or hidden disabilities.
- Excellent access to the main building.
- There is a meeting room and disabled toilets within easy reach of the reception so we can easily accommodate wheel chair users and visitors with reduced mobility.
- Sport facilities are located on the ground floor. All buildings have level access to enable access for wheelchair users.
- A lift is available in the main building to access classrooms, staffrooms for any students and school personnel with mobility needs.
- The academy has disabled toilet facilities on each floor. Also for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help.
- The academy has disabled shower facilities with grab handles for additional support and emergency cords to request help.

3 PROCESS

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

4 SUMMARY

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for both individuals and groups
- Provide an atmosphere where all staff, pupils, parents and visitors feel safe and valued
- We will achieve this by promoting understanding of disability and work to show positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning experiences which promote similar development of knowledge and understanding

Improving Physical Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	SLT and Site Team
Improving Curriculum Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons. Training will be conducted by in house staff and other professionals	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Learning walks and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders	By DOL and Inclusion team

Ensure computer provision for all students identified as requiring ICT support.	All departments to ensure computer/ Laptop access available for students An annual audit of the ICT needs of pupils with disabilities. Cenmac referrals to be made were appropriate	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve	By Senco
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	The Academy will continue to be a fully inclusive school	On-going	Whole school community is aware of issues relating to access and disabilities through assemblies, school newsletter and PHSE lessons	Senco, School nurse and outside agencies
Continue to ensure that the needs of SEND students are met and seen to be met	Implement tracking to monitor the effectiveness of student Personal Learning Plans. Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	March 2017	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations	Inclusion team
All out of school activities are planned to ensure the participation of SEND pupils	Review all out of school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all SEND pupils	Operations manager and Senco
To liaise with local primary schools and community organisations to review potential intake for September 2017	To identify pupils who may need additional to or different from provision for September 2017 intake	The school will be able to put appropriate provision in place	Summer term 2017	Procedures/equipment/ Ideas set in place by September 2017	SLT, Admissions Officer and Inclusion team
Improving the Delivery of Written Information					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/

					Review
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LEA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved	Marketing and communications team
Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all stakeholders	As required	Delivery of school information to parents and the local community improved	Marketing and communications team
Review documentation as required with a view of ensuring accessibility for pupils with visual/hearing	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All school information available to pupils/parents with visual/hearing impairments	As required	Delivery of school information to pupils and parents with visual difficulties improved	Senco, Sensory Support – Jubilee Hearing Impairment Resource Base.
Make sure disabled parents/carers have every opportunity to be involved	Use and signpost parents/carers to use Shakespeare Road gate to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	Parents/carers are able to access the school and school information	On-going	To ensure that disabled Parents/carers are not discriminated against and are encouraged to take interest and be involved in their child's education; Regular attendance at school events by parents with disabilities	Whole school team

