



Bexhill
Academy

ACCESSIBILITY POLICY

Adopted: February 2019
Next Review: January 2023

ACCESSIBILITY POLICY

for Bexhill Academy

This policy was adopted on 1 February 2019
This policy is due for review on 1 January 2023

Approved by: Phil Edkins (Director of Inclusion)
Jon Sale (Director of Business and Finance)
Lisa Kapllani (Facilities Manager)

Reviewed by: Governing body

Vision and Values

The Academy is committed to reducing and eliminating barriers for access to the curriculum, and facilities, to ensure the fullest participation reasonably possible for all students, staff and visitors with a disability.

The definition of disability is as below:

Someone with a physical or mental impairment

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under the Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled student unfavourably. We commit to taking all reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

Scope

This plan covers all three main strands of the planning duty by:

1. Improving the physical environment of the Academy for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services. Currently at Bexhill Academy all students can access the curriculum regardless of disability. The Academy is a purpose built building which has taken into account the need for access to all.
2. Increasing the extent to which disabled students can participate in the Academy's curriculum. The curriculum is carefully designed to meet the needs of all learners and all students access a broad and varied curriculum.
3. Ensuring that appropriate support is given to all students with disabilities and that those staff who work with these children are fully aware of their needs.

Views of those consulted during the development of the plan

Students with disabilities that fall outside of the experience of the Academy are consulted (along with parents) both before they join and after they have had time to assess any support/modifications to the environment that have been undertaken. Any deficiencies identified which are reasonable for the Academy to respond to are then addressed.

Consulted individuals, groups, bodies are:

- Parents of disabled students
- Disabled students
- Disabled Parents
- Disabled visitors

Monitoring

Monitoring is essential to ensure that students with disabilities are fully able to access the academy's curriculum.

We will monitor the following:

- Admissions
- Progress / Attainment & Attendance
- Rewards & Sanctions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff

- Governing body representation
- Parents attending consultation meetings

Management

Accessibility action planning forms part of the Academy's annual development planning, approved by the Governors.

The Academy's Leadership Team's terms of reference are:

- To review the Academy's policies, procedures and facilities as they are likely to affect students and prospective students who are disabled.
- To make decisions with a view to improving the accessibility of its education in its many aspects, to students or prospective students with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review the Academy's Accessibility Action Plan.

Teaching and Learning

As set out in the SEND Policy the Academy has:

- an SEN department equipped to deal with the range of learning difficulties experienced by children who, with our support, can benefit from the curriculum we follow.
- a strong and successful record of supporting children with disabilities using a range of strategies.

The Academy has a procedure for dealing with accessibility in advance of a child's arrival or, in the case of the emergence of a disability during a child's time at the Academy, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- provision of support from within the Academy's mainstream resources or, if necessary, through the Academy's SEN department and/or through other learning support and/or medical and/or pastoral support

Other related Academy policies

Equality for disabled students is included as an explicit aim in all of the Academy's policies and is supported by the Academy's other policies including:

- Equal Opportunities Policy
- Behaviour and Engagement for Learning Policy
- Admissions Policy
- SEND Policy
- SEND Information Report

Actions relating to accessibility for individual students and staff are not delayed by paperwork planning. Assessments of need are made at early stages and addressed with funding sought where appropriate.

Other policies and plans that link to the accessibility plan are:

- Academy Improvement Plan
- SEN Policy and Local Offer
- ICT Strategy
- Health and Safety policies
- Equality Scheme

Implementation of the plan is the responsibility of the relevant heads of departments working with the Director of Business and Finance.

The Academy has set the following priorities for the management, coordination and implementation of the accessibility plan:

- Continuing to maintain clear communication between the SEN departments, Director of Business and Finance, Facilities team and all relevant teaching and non-teaching staff to ensure that issues relating to accessibility are addressed in a timely and effective manner
- Continue to ensure funding is available to support the purchase of necessary resources to support disabled students and staff.
- The Academy makes its accessibility plan available through the shared staff drive and through its website.