

Accessibility Plan: 2021-22

The **Equality Act 2010** (henceforth EA) legally protects people from discrimination in the workplace and in wider society. It replaced previous anti-discrimination laws with a single act, making the law easier to understand and strengthening protection in some situations. The academy is bound:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled students

This plan sets out the proposals of the Governing Body of the City of London Academy, Shoreditch Park to increase access to education for disabled students in three areas:

- increasing the extent to which disabled students can participate in the Academy curriculum
- improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled

The EA builds on existing responsibilities to ensure students, parents, carers and staff are consulted by the Academy to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the Academy and reasonable adjustments made to provide equality of opportunity for all.

Aims:

- The Academy and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the EA 2010, the SEND Code of Practice 2014 and the Children and Families Act 2014. We will consult with the Academy community to identify barriers to inclusion and improve outcomes for disabled people
- This academy promotes inclusion and will take all reasonable steps to ensure that children with SEND are not discriminated against or treated less favourably than other pupils. The Academy will work in partnership with the family and other agencies in the best interest of the pupil and to maximise educational opportunity
- We are committed to continuing staff training to enable them to be effective in the education of young people with SEND
- We will prioritise sufficient resources to support the actions identified in this plan

What do we mean by 'Disability'

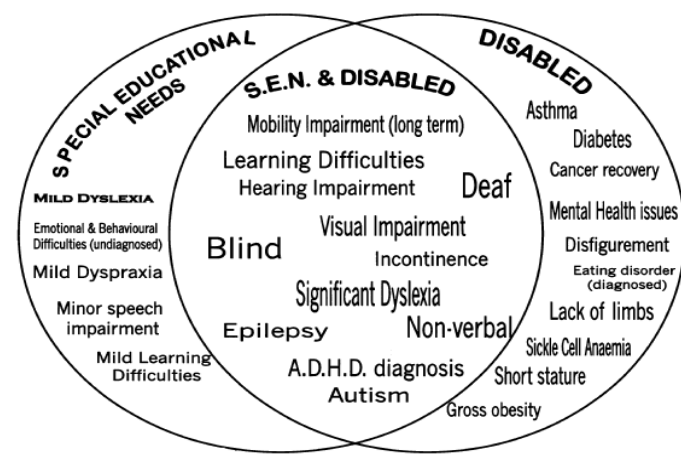
The EA defines a disabled person as someone who has:

'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'

This definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent students, students with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

This diagram shows the overlap between Special Educational Needs and Disability.



It is important that staff are aware that, although a student, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled. A whole-academy approach to inclusion is the most effective way of meeting the needs of all students.

Area To Be Addressed: Access to the Curriculum

Goals & Targets:

1. Continue to develop and enhance knowledge of responsibilities under the EA.
2. Continue to develop confidence and knowledge for staff in delivering the curriculum to disabled students.
3. Enhance access to and participation in National Curriculum and wider curriculum for SEND students, effective provision management and consultation.

Strategy & Implementation:

1. Ensure all new staff are trained in responsibilities under EA. Training to be delivered by SLT. Refresher training for all staff should take place annually.
2. Enhance knowledge and confidence amongst staff on approaches to teaching students with SEND. Training to be in place during the academic year 2017-18 and annually thereafter. Assistant Principal to be designated SENCO.
3. Work with Hackney Learning Trust (HLT) to develop guidance and best practice on access to Academy journeys and educational visits. SENCO to liaise with HLT.
4. Review planning & delivery of the curriculum via annual Subject Reviews conducted by SLT.
5. Disabled students, staff and parents/carers to be consulted in any changes to the SEND policy.
6. Students and parents/carers to be consulted when identifying new or undiagnosed health/disability needs.
7. Provision and outcomes for SEND students to be included in termly Self-Evaluation process.

Resources:

- INSET time in each academic year to be utilised for SEND issues
- SLT members to be provided with time each term to support and coordinate Subject Reviews for all departments
- SENCO to assume responsibility for provision mapping for students with SEND
- Additional training to be provided through HLT

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the Governing Body's Curriculum sub-committee
- As part of the Academy self-evaluation process
- By feedback from staff, parents/carers and SEND students

Area To Be Addressed: Accessibility of Information**Goals & Targets:**

1. Develop more accessible teaching resources.
2. Increase the availability of written information in other formats.
3. Work with CoLAT, HLT and other academies in Hackney to identify and implement best practice on delivery of information to disabled students.
4. To consult with students, parents/carers and staff on ways to increase access to information for disabled people.

Strategy & Implementation:

1. All new purchases should meet accessibility criteria wherever possible.
2. Use support from other schools in the Trust to develop a bank of resources accessible in other formats (e.g. Braille, large print, IT software).
3. Identify the preferred method of communication for disabled students, their parents/carers and staff. To be carried out as part of the admissions interview process.

Resources:

- SEND budget to be used for meeting the identified needs of students with SEND

Monitoring and Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the Governing Body's Curriculum sub-committee
- As part of the Academy self-evaluation process
- By feedback from staff, parents/carers and disabled students

Area To Be Addressed: Physical Accessibility**Goals & Targets:**

1. To reduce physical barriers to inclusion
2. To work with HLT to increase accessibility
3. To consult with students, parents/carers and staff on barriers to access

Strategy & Implementation:

1. Procurement of physical aids to access the curriculum where required e.g. enlarged computer screens, specialist seating/desks.
2. Short-term steps that could be taken to improve accessibility eg colour contrasting, signage.
3. Ensure accessibility is considered in all future purchase decisions of equipment.
4. Governors, staff, parents/carers and students consulted on accessibility improvements.

Resources:

- Revenue funding/SEND budget to be used to procure adjustments to accessibility
- Where required, Governors will consider building modifications to improve accessibility

Monitoring & Evaluation:

Progress towards meeting the goals and targets will be monitored:

- Through termly meetings of the Governing Body's Curriculum sub-committee
- As part of the Academy self-evaluation process
- Through meetings with CoLAT and HLT as part of the overarching Accessibility Strategy
- By feedback from staff, parents/carers, staff and disabled students