

St Aidan's Church of England Academy

Accessibility Policy

Adopted by Governors	
Review Date:	April 2018
To be reviewed:	April 2021

St Aidan's Church of England Academy

Preface to all policies and procedures.

St Aidan's Church of England Academy is a Christian learning environment at the heart of its community. We promote care, respect and responsibility and expect high standards in all aspects of Academy life.

As a Church of England Academy we aim to build a community clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy.

This policy, and its associated procedures and protocols, is based on these key principles.

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Accessibility Statement The mission and philosophy of the Academy is:

- To provide an education which is as wide, enjoyable and interesting as possible, enabling all students to understand value and serve God, their world and themselves to their full potential.
- To create a disciplined learning environment, to promote learning and respect everyone's right to learn
- To encourage students to develop independence, self-confidence and personal integrity whilst being tolerant of and respecting the views of others.
- To develop an appreciation of creative, aesthetic, scientific, mathematical, spiritual, cultural and technological traditions and achievements.
- To promote intellectual curiosity
- To achieve the highest possible standards of literacy and numeracy
- To provide opportunities for active participation in all parts of the curriculum; academic, sporting, artistic and social.
- To encourage students to become mature and responsible citizens with concern for society and the environment

This policy, and its associated procedures and protocols, is based on these key principles.

All references in this document to the Local Authority/Academy means the Governing Body of St Aidan's Church of England Academy.

1 Introduction

St Aidan's Church of England Academy welcomes its general responsibilities under the new Disability Equality Duty to have due regard to the need to:

- Promote equality of opportunity between disabled and non- disabled people;
- Eliminate discrimination that is unlawful under the Disability Discrimination Act;
- Eliminate harassment of disabled persons that is related to their impairments;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life; and
- Take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

2 Academy Ethos, Vision and Values

At St Aidan's Church of England Academy we are committed to ensuring equality of education and opportunity for disabled students, staff and all those receiving services from the Academy. We have a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in Academy life. Our admissions policy does not discriminate against disabled students.

The achievement of disabled students is monitored and we use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the Academy environment is as accessible as possible. We do NOT tolerate harassment of disabled people with any form of impairment.

3 Definition of Disability

St Aidan's Church of England Academy is committed to promoting access to people with disabilities. A further commitment is to work towards supporting and enabling students and staff with physical disabilities, sensory impairments, specific learning difficulties, special psychological needs and medical conditions which may have an impact on day-to-day activities, to take part in all aspects of St Aidan's Church of England Academy's academic, working and social programmes.

According to the DDA, impairment is to be treated as affecting the person's ability to carry out normal day to day activities, only if it affects one or more of the following:

mobility, manual dexterity, physical co-ordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

In addition to students with long term impairments which significantly impact on their day to day activities - all students with SEN and those with long term medical needs are treated as disabled for the purposes of the Act and equality.

4 Disability Equality Scheme

St Aidan's Church of England Academy recognises the importance of involving disabled people fully in the development of our

Disabled people are involved in the following ways:

Students - Disabled students are identified with disclosure by parents and discussions with the SENCO.

Staff are asked to self disclose any disability and what reasonable adjustments that they feel they need to fully participate in Academy life. A comprehensive risk assessment will then be carried out and reviewed regularly with the staff member as appropriate.

Governors are asked to self-disclose any disability and what reasonable adjustments that they feel they need to fully participate in Academy life. . A comprehensive risk assessment will then be carried out and reviewed regularly as appropriate.

Parents are asked to let the Academy know, in confidence, if they have a disability and again what adjustments that we might make to enable them to fully participate in their child's education.

The Academy building is fully accessible. To see the full accessibility statement see Appendix 1.

5 Gathering Information

We recognise that our policies and practices may impact on disabled people and in particular on:

- The recruitment, development and retention of disabled employees;
- On the educational opportunities available to and the achievements of disabled people.

We acknowledge that information gathered from a wide range of sources is required in order to identify actions to promote disability equality. We ensure that information is gathered in relation to both employment and the delivery of our services. The processes we use for gathering information include:

6 Student Achievement

Information on all disabled students is collated by the SENCO after being submitted by form teachers, year directors etc. The SENCO reports on student achievement, to the Governing Body.

7 Extra Curricular opportunities

The SENCO monitors access to extracurricular activities (inside and outside the Academy day) for all disabled students. This will include Academy trips.

8 Admissions, Transitions, Exclusions

Enquiries to parents, are made when places are offered, regarding a student's needs. The Additional Needs team and Year 7 teachers liaise with other educational establishments on transition. Initially through questionnaire for all new year 7 students, followed up by a visit where necessary thus enabling reasonable adjustments to be in place as soon as possible.

9 Social relationships

Understanding and relationships are promoted through the curriculum including PHSE/SEAL topics as well as through RE. Academy council representatives for each year, as well as the established year group system enhance social relationships for all including those between disabled and non disabled students.

10 Employing, promoting and training disabled staff

Disabled staff have the same access to training and promotion as non disabled staff. This is included in some detail in the Single Equality Policy.

11 Assessing Impact

This is included in the Single Equality Policy.

Feedback from students and parents in annual surveys (MIDYSIS), through Academy council or parent /teacher meetings as well as feedback on student achievement/behaviour will be used to inform decision making in all areas including disability equality.

Accessibility Statement

St Aidan's Church of England Academy was designed to be fully inclusive, providing access to all regardless of ability. The design and construction was carried out in line with the following statutory and best practice guidance.

Building Regs specifically Part M 2004 (Access to and use of buildings).

BS 8300 2001 & BS 8300 2009

DDA now replaced by the Equalities Act

Sport England

BB 94

BB 102

Bog Standards

The building design includes or complies with the following (please note this list is intended to give examples of design features, it is not exhaustive):

External disabled parking bays close to the main entrance with drop kerbs for wheelchair access

Level access to all external and internal doorways

Automatic main entrance door

Reception desk with lowered element for wheelchair users

Wide corridors

1 no. full passenger lifts (not platform lifts)

Stair tread, width and handrail design & dimensions to allow ambulant disabled access

Light reflectance values to all doors, walls floors and handles. So that surfaces contrast

Vision panels to doors and manifestation to glass screens and windows

Internal and external signage, contrasting lettering

Disabled refuges to all staircases

Wide doors to changing rooms for sports wheelchairs

Disabled WCs through-out the building

Ambulant WC cubicles and sinks to all toilet areas

Walk in showers to all changing

Lowerable tables in practical classrooms

Sockets and switches located at the correct height

Kitchen servery with lowered sections

Step free external spaces

Full height lockers for disabled use (storage of crutches etc)

Double doors designed so that one leaf is wide enough for wheelchair users