



Noel-Baker Academy  
A L.E.A.D. Academy

# Accessibility Plan

## 2018 - 2021

Reviewed and updated September 2019

Lead | Empower | Achieve | Drive



## **Introduction**

This plan seeks to address the statutory requirements of the Equality Act 2010, which replaces the Disability Discrimination Act 1995, and to further improve all aspects of the physical environment of the academy site and other resources so that disabled students can take full advantage of the curriculum provided by the academy.

Noel-Baker Academy has adopted this accessibility plan in line with the school's Special Educational Needs Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Please refer to our [SEND Policy](#) and [SEND Information Report](#) on the school website for an outline of our full provision to support pupils with SEND.

## **Vision and Values**

At Noel-Baker, teachers care and want the very best for each and every student who attends the Academy. It is our vision and belief that all our pupils are entitled to a high quality of provision. We value each other and every one of our students and they are at the centre of everything that we do. We recognise that everyone has unique needs and aspirations and understand the importance of providing equal opportunities within a caring and inclusive environment in which we strive to succeed and support each other allowing students to flourish and achieve.

We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Noel-Baker Academy is an inclusive academy that is committed to:

- Increasing the extent that students can access and participate in the curriculum.
- Improving and developing the physical environment of Noel-Baker Academy to enable students to take full advantage of their education, extra-curricular activities, facilities and services; and
- Improve the availability of accessible information to disabled students and their parents/carers.

We have excellent facilities within our site that includes disabled parking allocation, lifts at either end of the building, an accessible reception area with large circulation space and ground floor meeting rooms and disabled toilets on every floor. All floors are level and have suitable architecture that makes our buildings and grounds able to accommodate wheels chairs and visitors with reduced mobility.



## **Temporary Disabilities**

Some students may experience temporary disabilities following an accident or an illness. In the case of a temporary disability the academy will complete a risk assessment to accommodate the disability. If required, the students timetable will be adapted and additional arrangements will be made where appropriate e.g.

- Leaving lessons early to avoid busy corridors
- In the case of a student using crutches a lift key and buddy
- Laptop in the case of injuries to the hand/arm
- Early lunch to avoid busy canteen

*We recognise that some students, parents/carers and visitors may have needs that are not covered by the arrangements above. Please contact the Business Manager to discuss how we can be of assistance.*

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be reviewed annually.

## **Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



## Accessibility Planning Objectives

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum.

E: Improving the physical environment so everyone can take advantage of education.

I: Improving the delivery of information so that it is accessible to everyone

Length of Goal	Objective	Accessibility Planning Code	Action	Evidence	Who	Timescale
Short Term	Make staff aware of the need to consider accessibility within their classrooms when creating layouts and seating plans that may include wheels chairs and visitors with reduced mobility.	E	Inform staff via INSET, briefings of individual student needs.	Improved staff awareness. Frequent and routine.	SBR	INSET September 2018 then ongoing
Short Term	Ensure that provision plans exist for all students who have medical and physical conditions which potentially could impact on their learning.	I	Provision plans to be written in consultation with students and their families	Staff awareness of provision plans and how to access them if required.  Increased staff awareness of pupils needs	SBR CJ	Dec 2018
Medium Term	Increase the progress and attainment of pupils with SEND	I	Develop a live SEND register with Student Information Files and ongoing interventions that is easily accessed by teaching staff.	Increased staff awareness of pupil needs, profiles and intervention via progress, attainment, pupil and parent voice.	SBR	2018-2019
Medium Term	Increase the progress and attainment of pupils with SLCN	I	Train staff on strategies to use in lessons to help support pupils with SPLD.	Increased progress of pupils with SLCN as their primary need.	SBR Students support staff	2019-2020



			Train parents on how to support pupils' learning at home	Introduction of 'SEN CLINIC' for staff Parent numbers at workshops Positive feedback increases.		
Medium Term	Increase the progress and attainment of pupils with HI/VI/PD	C	Training of staff on successful teaching strategies for encouraging progress of HI/PD/VI pupils  Continued support from specialist TA.	Improved progress of HI/VI/PD pupils.  Improved satisfaction of pupils and parents via pupil and parent voice	SBR  Inclusion Team	2018-2019
Medium Term	Provision of laptops for students with mobility and learning needs.	C	Costings and provision arranged so students can acquire a laptop from Student Support.	Computer based working is available for students with access arrangements.	SBR	2018 onwards
Medium Term	Greater awareness and confidence in providing teaching and learning for students with disabilities and learning needs.	C	Audit of staff skills and experience and where appropriate provide training.	Improved teaching and learning for students with disabilities and learning needs.	SBR	Ongoing
Medium Term	Ensure all identified students are assessed for exam access arrangements	C	Prepare and collate relevant information to provide evidence of good practice	All exam access arrangements are in place and is the normal way of working	Natalie Hinchcliff	Ongoing
Medium Term	Inclusive PE to be developed to encourage students with disabilities and learning needs to access a wide range of sports.	C	TA to take the lead for inclusive PE and build links with PE staff to create healthy competition between students with disabilities and learning needs.	Wider participation and engagement in academy PE and extra-curricular activities.	SBR	Ongoing



Long Term	Develop the range of skills and experience available within the academy to allow improved access for students with disabilities and learning needs.	C	Audit of staff skills and experience and where appropriate provide training.	Wider participation and engagement in academy and extra-curricular activities.	SBR	Ongoing
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### Summary of actions.

To accomplish these actions we will:

- Continue to review the academy's environment and accessibility by assessing, planning, doing and reviewing.
- Work towards providing an atmosphere where all students feel safe, secure and valued.
- Examine our extra-curricular activities to include students with disabilities and learning needs and develop further learning experiences that will promote confidence, self-esteem and develop knowledge and understand.

### **Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special Educational Needs Policy
- Supporting pupils with medical conditions policy.



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