



Accessibility Plan

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Plympton Academy strives to ensure that the culture and ethos of the academy are such that, whatever the abilities and needs of members of the academy community, everyone is equally valued and treats one another with respect. Students are provided with the opportunity to experience, understand and value diversity.

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 students' 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. Such treatment could amount to:

- direct discrimination
- indirect discrimination
- discrimination arising from a disability
- harassment

Plympton Academy will:

- not treat disabled students less favourably; and
- take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty)

The Local Authority and academy governors have the duty to publish Accessibility Strategies and Plans. See our separate Accessibility Plan.

Scope of the Policy

This policy covers all three main strands of the planning duty:

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 purposes.*

Plympton Academy is a purpose-built building which has taken into account the need for access for all. This strand of the planning duty covers aids to improve the physical environment of the academy and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all academies. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the academy. For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the academy might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled students can participate in academy's curriculums.

The curriculum at Plympton Academy is carefully designed to meet the needs of learners and students access a broad and varied curriculum which is demand led and cohort as well as individual needs are always considered in the planning process.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through academy and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Academies are expected to plan to improve progressively access to the curriculum for all disabled students although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that Academies are planning and preparing to respond to the particular needs of individual students.

3. Improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Plympton Academy. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. All teachers are issued with a guide to adapting their classroom to meet the needs of pupils. Some students are allocated additional support in afternoon registration where communication is used extensively and monitored on a daily basis by support staff. Some students are also allocated a key worker to ensure effective communication with parents as well as children. This part of the duty covers planning to make information normally provided by the academy in writing to its students – such as handouts, timetables, textbooks, information about academy events – available to disabled students. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the students' disabilities and students' and parents' preferred formats.

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:

- Equalities Policy
- Behaviour Policy
- Admissions Policy
- SEND policy
- Medication Policy

Aims

Plympton Academy aims to include all students, including those with disabilities, in the full life of the academy. Our strategies to do this will include:

- having high expectations of all students
- finding ways in which all students can take part in the full curriculum including sport, music, and drama
- planning out-of-academy activities including all academy trips and excursions so that students with disabilities can participate
- setting admissions policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the physical environment of the academy to cater for the needs of students with disabilities
- raising awareness of disability amongst academy staff (teaching and non-teaching) through a programme of training
- by providing written information for students with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and students aware of the importance of language.

Actions to ensure equality for students with disabilities

1. We will undertake an equality audit using a cross section of staff, students and parents
2. As a result of the audit, we will:
 - write and action plan which includes targets
 - make the policy and targets known to all teaching and support staff
 - monitor the success of the plan
 - the Plan will be reviewed annually by the SENCo

Monitoring

Plympton Academy recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices

- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parent's involvement in the life of the academy
- Attendance at parents' evenings, in the classroom, academy productions, sports day, fetes etc

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 purposes.

Strategies	By Whom	Resources	Specific aim
<p>Pupil information on SEN tab on SEND students to be regularly updated to highlight measures staff can take to address needs of individual students e.g. not to seat near a window, to seat where lips can be read etc.</p>	<p>SENCo and Pastoral Team</p>	<p>Pupil information and advice from other agencies as appropriate.</p>	<p>To enable staff to differentiate effectively for the physical needs of our students.</p>
<p>ICT additional support to be reviewed and updated as required with additional training for staff and students as required.</p>	<p>SENCo, SLT and Pastoral Team</p>	<p>Communication in Print or similar programs as required. SEN laptops and Chromebooks.</p>	<p>To support students who would benefit from these programs in order to fully access the curriculum and respond to it.</p>
<p>Students to be supported where recommendations have been made by Occupational Therapy.</p>	<p>SENCo and TA Team</p>	<p>At present students are able to access physio sessions with TA support, toileting support, a differentiated PE curriculum, writing slopes and pen grips. Students can also use coloured exercise books and coloured overlays for reading.</p>	<p>To enable students to have their physical health needs met.</p>
<p>Healthcare Plans to be drawn up where physical needs relating to health conditions may impact on education. Staff to action these.</p>	<p>SENCo, Pastoral and SEND Admin team</p>	<p>Healthcare Plans and medications as required.</p>	<p>To ensure students and their parents are consulted about physical needs and actions taken to minimise impact on education/ attendance.</p>
<p>Adjustments to physical environment to be considered as part of exam access arrangements, in line with JCQ guidelines.</p>	<p>SENCo, Pastoral Team and Exams Team</p>	<p>Separate room, additional invigilators and other access arrangements as required.</p>	<p>To ensure SEND students are not unfairly disadvantaged in their exams</p>

2. Increase the extent to which disabled students can participate in the academy's curriculums.

Strategies	By Whom	Resources	Specific aim
<p>Regular TAM meetings as often as is needed to manage needs. In line with SEND policy, SEN information tab will be updated. Parents/carers and students will be consulted about information for staff and staff will differentiate appropriately. This may mean the curriculum needs to be adjusted for all students in a class/year group or for an individual student. SEND students are monitored through pastoral reviews and parental meetings.</p>	<p>SENCo, Pastoral Team and SLT</p>	<p>Pupil profiles and associated resources.</p>	<p>To ensure students' needs are met in academy.</p>
<p>Staff are given regular training on frequently met conditions and any conditions that are new to the academy. (Training given to key staff on Epi-pen and Diabetes). New staff are given additional training and information about supporting commonly met conditions and those present in the academy is available to all staff on the Google drive.</p>	<p>SENCo</p>	<p>Powerpoints, CPD and resources stored on Google drive. Outside agencies eg school nurse</p>	<p>To ensure staff are confident they can meet students' needs.</p>
<p>Healthcare plans are drawn up for new pupils and reviewed annually with parents/carers and outside agencies.</p>	<p>SENCo and Pastoral Team</p>	<p>Plans and associated medicines. Outside agencies information.</p>	<p>To ensure health needs are met and access to education and attendance are maximised.</p>
<p>Students who have a EHCP or who have been identified as having additional needs will have a supported transition into Post-16 provision.</p>	<p>SENCo, Pastoral Team and TAs</p>	<p>Maria Arkell, Careers Leader Year 11 Pastoral Team.</p>	<p>To ensure SEND students are able to access Post-16 provision equally.</p>
<p>All students who receive exclusions or high levels of sanctions to have their needs reviewed and additional support as required. Exclusions data to be monitored regularly.</p>	<p>SENCo, Pastoral Team and SLT</p>	<p>This includes possible mentoring, 1:1 support, social skills lessons, a PSP, Break and Lunch support etc.</p>	<p>To ensure that additional unmet needs are not responsible for exclusions/students being unable to access the curriculum successfully.</p>
<p>Parents, students and staff to be consulted regularly about equality within Plympton Academy.</p>	<p>SENCo, Pastoral Team and SLT</p>	<p>Regular student focus groups and consultations, Parents for Plympton and parental consultations at Parents Evenings, Staff questionnaires and appraisals, other parent/student meetings.</p>	<p>To ensure needs are accurately identified so they can be addressed.</p>

3. Improving delivery of information to students with disabilities.

Strategies	By Whom	Resources	Specific aim
Use of IT for reading and scribing. Students to have access to IT to facilitate this or a TA may be used.	Exams Team, SENCo, Pastoral Team and SLT	Read Write Gold, Communication in Print and Windows Dictation available in academy. Students also have access to touch typing lessons. Exam Access Arrangements in place for students in Y9 or above. Laptops and Chromebooks available for use in academy.	To ensure students can access resources and information.
Dyslexia friendly resources used e.g. coloured exercise books and paper, reading rulers. Dyslexia mentoring also in place.	SENCo, HLTA, English, Librarian	Coloured exercise books and papers, reading rulers. TA mentoring.	
Monitoring of sanctions to ensure they are not the result of unmet needs.	SENCo, Pastoral Team and SLT	Reintegration meetings highlight necessary resources e.g. EP report and actions, mentoring, TA support etc.	