



ACCESSIBILITY PLAN 2017-2020

Policy Version			
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July 2018	Version 1.1	Review for new academic year	Emily Haddock

This policy will be reviewed every 12 months in light of local and Government legislation.

At Mountwood
Academy we
nurture our young
people through
quality experiences
to never stop
learning and be the
best they can be.

Introduction

At Mountwood Academy we want all our pupils and young persons (up-to 18 years of age) to enjoy their time at Mountwood Academy, and to be challenged to achieve their very best. We want them to consider their time at Mountwood as their own 'learning adventure'. At Mountwood we are committed to giving all of our children and young person's every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a curriculum and have high expectations for all pupils and young persons. The achievements, attitudes and well-being of all our children and young people matter.

Purpose of Plan

This plan shows how Mountwood Academy intends, over time to increase the accessibility of Mountwood Academy for all disabled pupils, young persons, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or complex impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

Background

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Mountwood Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils/young person's can participate in the school curriculum;
- b) Improving the environment of Mountwood to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. In compliance with paragraph 3 schedule 10 of the Equality Act 2010

Accessibility plans

(1) The responsible body of a school in England and Wales must prepare:

- (a) an accessibility plan;
- (b) further such plans at such times as may be prescribed.

- (2) An accessibility plan is a plan for, over a prescribed period—
- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
 - (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
 - (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

- (3) The delivery in sub-paragraph (2)(c) must be—
- (a) within a reasonable time;
 - (b) in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Mountwood Academy will address the priorities identified in the plan.

Increasing the extent to which Complex and/or disabled pupils or young person's can participate in the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas i.e. Autistic Spectrum Disorder.	Induction training in place in first 3 months.	Head Teacher	To develop staff knowledge of specific disabilities raising confidence of staff.
All staff to be aware of the needs of pupils with SEND or other medical conditions.	To create access plans / IEPs for individuals according to need. To make all staff aware of pupil needs / medical conditions.	Induction training in place in first 3 months.	Head Teacher	To ensure all members of staff are aware of any pupil with SEND or medical condition and are aware of how to support with them.
To monitor and analyse the achievements of all vulnerable groups and act on any trends	SMT to regularly (termly) review the data and ensure, through pupil progress	Termly	Head Teacher	Termly monitoring of the vulnerable groups to ensure progress is being made

or patterns that may need additional support for pupils.	meetings, that pupils receive the extra support they require.			and evidenced.
To purchase resources to support pupil's access to the curriculum.	Purchase items such as software i.e. Clicker 6 Talking tins, writing slopes, coloured overlays, writing mats, high-low reading books.	Research items and purchase as and when required.	Head Teacher	Evidence the use of this equipment and track its usefulness.

Improving the physical environment of Mountwood Academy to increase accessibility for members of Mountwood community with disabilities.

Target	Strategies	Time-scale	Responsibility	Success Criteria
To ensure all the disabled pathways/ramps are in good working order.	To check the pathways, ensuring they are durable and fit for purpose.	Reviewed termly	Head Teacher	Damage to pathways to be rectified to ensure it can be safely used for wheel chair access.
To ensure Mountwood's environment i.e. corridors, toilets are fully accessible to all pupils	To meet with the disability team to audit Mountwood's environment.	Reviewed termly	Head Teacher and Head Office	To produce an audit of Mountwood's environment. To make adjustments / changes according to the audit outcome.
To ensure access in and out of the main school doors.	To allow wheelchair users access in/out of school.	Reviewed termly	Head Teacher and Head Office	Allowing disabled persons access in and around school premises

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents / carers to ensure it is accessible.	Provide information on the website and letters in clear print in 'simple' English. Mountwood office will support and help parents to access information and complete school forms.	Current and on-going.	Mountwood Office – to be responsible for website	All parents to receive information in a form that they can access.
IEPs and Reviews to be as accessible as possible.	Develop and produce clear and straightforward IEP format which is easy to access for both pupils and parents	Current and on-going.	Head Teacher	Feedback from parents and pupils on the clarity of IEP's. Are they easy to understand and, consequently, user-friendly?

Monitoring and review

The implementation of this policy will be monitored by the Head Teacher, who will make an annual report to the Proprietor.

Approval by Mountwood Academy

Signed: _____
Date: _____
Review date: _____

This policy, signed by the Proprietor on behalf of Mountwood Academy, is held by the Head Teacher.

End of policy statement