



Accessibility Plan

Introduction

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 students, under Part 4 of the DDA;

- 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 St Mark's C of E Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the Academy curriculum;
- improving the environment of the school 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.

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Academy will address the priorities identified in the plan.

ACTION PLAN

1. The purpose and direction of the Academy's plan: vision and values

The vision of St Mark's Academy is to raise the achievement and life chances of all our students, irrespective of any disability, and to serve the community by providing access to a range of activities and opportunities. We aim to use our resources and expertise to encourage all students to develop confidence, understanding and skills in these areas.

2. The National Curriculum Inclusion Statement

The Academy has a responsibility to provide a broad and balanced curriculum for all students. The statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all students with relevant and challenging learning. As an Academy, we will

- set suitable learning challenges
- respond to students' diverse learning needs
- overcome potential barriers to learning and assessment for individuals and groups of students

3. The Academy's Commitment

The Academy is committed to removing barriers in every area of the life of the school. This includes the Academy's wider commitment to equal opportunities. Please refer to the Academy's Equal Opportunities policy.

The Academy has set the following priorities for the development of the vision and values that inform the plan:

- Developing an Academy personalised document for all students who have a disability to ensure that they have equal access to all areas of their education and the life within the Academy
- Undertaking an updated DDA Access Audit, and appointing a member of staff to have responsibility for annual update
- Producing a visitors guide, targeted for disabled visitors, to ensure that there are no physical barriers which will prevent access to the Academy premises and use of the services.

INFORMATION FROM PUPIL DATA AND ACADEMY AUDIT

The Academy has reviewed the nature of the premises and the population, including both students and staff. The Academy has taken into consideration the students that may be included in the DDA definition of disability.

The Disability Discrimination Act (DDA) defines a disabled person as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

For the purposes of the Act:

- substantial means neither minor nor trivial
- long term means that the effect of the impairment has lasted or is likely to last for at least 12 months (there are special rules covering recurring or fluctuating conditions)
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping
- a normal day-to-day activity must affect one of the 'capacities' listed in the Act which include mobility, manual dexterity, speech, hearing, seeing and memory

Some conditions, such as a tendency to set fires and hay fever, are specifically excluded.

VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

The Academy, in producing the Accessibility Plan, is consulting the following to understand their views and aspirations

- disabled students
- parents of the disabled students
- the Merton “Children with Disabilities” team

The Academy has ensured that the consultation is organised on a one-to-one basis to ensure that it is accessible to the particular groups who are being consulted. This involves getting translators and sign language where necessary. Once the consultation is complete, the views of the different groups will be used to review and re-prioritise, or amend, the Academy’s plans if necessary.

St Mark's Church of England Academy Plan

| Area | Priorities | Responsible | Timing – expected completion date |
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| Development of information and data to support plan | <ul style="list-style-type: none"> • undertake an audit of the level of staff awareness of what the DDA requires of them • set-up a database of all students who are currently enrolled at the Academy and determine the current patterns of attendance and exclusion, highlighting any areas of the curriculum to which the students may have limited or no access at the minute, the participation of these students in off-site activities, and areas of the Academy which the students may have limited or no access at the moment. The database should also include a detailed analysis of outcome data: exams, accredited learning and end of Key Stage outcomes • set-up procedures that will identify future students with a statement that may also be disabled • ensure that all revisions of Academy policies, time-tabling and curriculum take into account the impact on disabled students. Likewise, review the current risk assessment documents to ensure that the impact on disabled students is considered. | <p>DFA</p> <p>DFA/VP</p> <p>Attendance</p> <p>Principal/VP</p> | <p>Easter 2010</p> <p>Summer 2010</p> <p>Autumn 2010</p> <p>Immediately</p> |
| Curriculum access for disabled students | <ul style="list-style-type: none"> • ensure alternatives (e.g. laptop) are available to those students who are unable to interact with an overall class white board • reviewing the use of teaching support assistants and whether any disabled students would benefit from the one-to-one support that could be provided | <p>SENCO</p> <p>SENCO</p> | <p>Summer 2010</p> <p>Summer 2010</p> |

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| | <ul style="list-style-type: none"> identifying specialist advise and support for each individual disabled student | SENCO | Summer 2010 |
| Physical access for disabled students | <ul style="list-style-type: none"> improve lighting in the PE corridor replace the flooring in the English corridor assess the needs of individual disabled students to determine whether any particular furniture should be provided | DFA DFA SENCO | Summer 2011 Summer 2010 Summer 2010 |
| Providing information to disabled students | <ul style="list-style-type: none"> providing in large-print, Braille or audio-tape (as appropriate) information that is provided in writing for students who are not disabled providing in simplified language or picture/symbol systems for students with learning difficulties if this would be a more suitable or easier method of accessing information <p>The above alternatives of delivering information must be undertaken in conjunction with preferences expressed by students or their parents/carers.</p> | SENCO SENCO | Summer 2011 Summer 2011 |
| Management, Coordination and implementation of accessibility plan | <ul style="list-style-type: none"> update the Academy's Governing Body Committees terms of reference to include reference to their responsibility for the Academy Accessibility plan. The Accessibility Plan should be reviewed and revised on an annual basis, with clear guidance on how anyone might contribute to that process. Identify a lead member of staff and a member of the Governors who has responsibility for the Accessibility Plan Incorporate dates into the Accessibility plan and the priorities identified, to ensure clear timescales are set out | Principal Principal DFA | Summer 2010 Done – DFA & Chair of Resources Done |
| Availability of plan | <ul style="list-style-type: none"> Making the plan available on the Academy website Providing all staff members with a | PA to Head PA to Head | Jan 2010 Easter 2010 – |

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| | <p>copy of the Accessibility Plan</p> <ul style="list-style-type: none"> Identifying best method to circulate plan to disabled students and parents/carers of those students | Attendance | <p>included in staff handbook Done – plan published on website and paper copy available at Academy</p> |
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Acronyms

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| DFA | Director of Finance and Administration |
| VP | Vice Principal |
| SENCO | Statement of Educational Needs Coordinator |