



**THREE
LANE ENDS
ACADEMY**
THRIVE - LEARN - ENJOY - ASPIRE

Three Lane Ends Academy



Accessibility Policy

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Author:	CMAT
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Brief Reason for Change:	Review
Version Control:	2.01



The Equality Act 2010 and schools

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

Accessibility Plan

Background

1. Three Lane Ends Academy will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.
2. In considering what is reasonable the school will take account of:
 - The practicalities of making adjustment
 - Health and Safety factors
 - Academy budget situation
 - The interests of other pupils
 - The need to maintain academic standards
3. All reasonable steps will be taken to ascertain disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within school. Relevant information will be passed on to staff to ensure staff awareness. This is normally done before transfer.
4. Staff INSET on particular issues will be arranged as appropriate and as soon as is practicable to ensure staff awareness e.g. use of epi-pen. Staff annually undertake basic deaf awareness training.
5. The school has a hearing loop.



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6. No pupil will be discriminated against by excluding him/her because of their disability. The practice of “reasonable adjustment” is integral to the behaviour policy. The school behaviour policy, however, covers all pupils; a disability therefore does not preclude a pupil from exclusion.

Making the school more accessible

1. The school has commissioned an external review of the buildings and we are working to make the improvements recommended
2. The academy has disabled toilets in all blocks.
3. Handrails have been added to assist with small flights of steps.
4. The school is accessible via a number of new ramps installed to the rear of the building.
5. The school will work towards improvement identified in the access audit 2021



Planned Improvements

1. Improved wheelchair access to the front of school when budget is available

Access to information

1. Pupils needing copies of information displayed on the interactive whiteboard will be given printed information.
2. Handouts and worksheets can be retained by pupils with disabilities.
3. Notices and letters about school events are displayed on the school's website.
4. Pupils with visual impairment will have access to enlarged font as required or facilities to enable them to enlarge work as required.
5. Teachers will differentiate lessons in order to meet the needs of pupils with specific learning difficulties and to enable them to plan and execute their work.
6. Teachers and LSA's are aware of preferences expressed by pupils or their parents.

Making it happen

The governing body will take responsibility for the school's Accessibility Plan, set a clear direction and report on it annually.

The views of pupils and parents will be sought at annual reviews or Education and Healthcare Plan Reviews (EHCs).