



Accessibility Policy

Policy Date: Spring 2014

Review Date: Spring 2017

Review frequency: 3 Yearly

Approval Committee: Full Governing Body

Purpose

1. This document sets out the policy adopted by the Governors of Easington Academy to deal with accessibility within the site for persons with disabilities. It provides a framework on which Easington Academy base their arrangements for Accessibility Plans, ones which are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

General Policy

2. The Governing Body of Easington Academy recognises and accepts that every student who meets the admission criteria has the right to a full education regardless of any impairment. It is the policy of the Governing Body to take all necessary steps to meet its responsibilities and therefore to make provision, over a given period, to ensure that all pupils have access to the curriculum, as well as the buildings.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The SENCO will liaise with departments to ensure that students are able to access all areas of the curriculum. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The school will maintain an Accessibility Plan, managed by the Premises Manager, Mr George Davies, which shows how access is to be provided and improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
5. School Governors are accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan, which will be reported upon annually and will included a projected plan.
6. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability
 - Expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school, such as participation in the homework club that meets in the library, leisure and cultural activities, school visits and Activities Week which takes place in July.
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.
7. At the time of writing this document there are two pupils. No members of staff require such arrangements.
 8. In the main building and H Block, disabled access is possible to all rooms because there is a lift in the main building and the Art Studio. In one of the food rooms specialist provision has been made for disabled users.
 9. The following area does not have wheelchair access arrangements and special measures would need to be taken should access be required by anyone with a relevant disability:
 - PE teaching room
 10. The PE teaching room does not include specialist curriculum or equipment, and lessons will be relocated to alternative accessible areas of the school when such need arises. Should any visitor with a disability require such access then appropriate arrangements to accommodate that situation will be made at the time.
 11. An accessibility audit will be completed by the school annually in order to inform the development of a new Accessibility Plan for the ongoing period. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.
 12. The intake of the school is reviewed each year for any accessibility restrictions of new pupils. Accessibility arrangements will be made in accordance with any new requirements. The SENCO will liaise with her Line-Manger and the Premises Manager.
 13. All new building work is assessed for inclusion of future-proofed accessibility requirements and such needs are accommodated where practical within legacy buildings for refurbishment work.
 14. Development training for staff will recognise the need to continue raising awareness on equality issues with reference to the Equality Act 2010, and these will be considered as and when relevant school policies are reviewed. There are CPD sessions each year which examine the needs of students with different disabilities.