



## Academy Trust

**Arden Academy (Arden) is an academy maintained by Arden Multi Academy Trust**

<b>Name of Policy</b>	<b>Accessibility Policy</b>	
<b>Lead</b>	Sully Anwar, Associate Assistant Headteacher	
<b>Governor Committee</b>	Behaviour, Safety, Inclusion & Intervention Committee	
<b>Policy Status</b>	Originally drafted	March 2020
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<b>Review Frequency</b>	3 years	
<b>Version No.</b>	2	
<b>Next Review</b>	Autumn Term 2026	

## **Aims**

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

At Arden we believe that all students and members of staff should have the opportunity to fulfil their potential. We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation. We believe that a culture which promotes equality will create a positive environment and a shared sense of belonging for everyone. We recognise that equality will only be achieved by the whole academy community working together – our students, staff, governors and parents/carers.

We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorse the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to students diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Our strategies to do this will include:

- having high expectations of all students
- following the Admissions Policy and criteria which does not discriminate against students with disabilities or treat them unfairly
- ensuring appropriate training is available for teachers and learning support assistants to teach and support disabled students
- ensuring classrooms are optimally organised for disabled students
- planning lessons that provide opportunities for all students to achieve
- delivering lessons that are responsive to student diversity
- delivering lessons that involve work to be done by individuals, pairs, groups and the whole class
- encouraging all students to take part in music, drama and PE activities
- providing access to computer technology appropriate for students with disabilities
- ensuring school visits are made accessible to all students irrespective of attainment or impairment
- aiming to remove all barriers that may impede learning and participation.

We will continue to seek and follow the advice of LA service providers, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

We will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

We will make ourselves aware of local services, including those provided.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including from the Arden Multi Academy Trust.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff of the school.

### **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## **Monitoring and Review**

Arden recognises that on-going monitoring will be essential to ensure that students with disabilities are not being disadvantaged and that monitoring leads to action planning as and when required.

We will monitor:

- Attendance
- Effects on pastoral strategies •  
Rewards
- Sanctions
- Extra-curricular activities
- Parents attending consultation meetings
- The implementation of the Accessibility Plan •  
SEND Register
- Behaviour

## **Notes to the Policy**

This policy aligns with the Admissions Policy, Equal Opportunities Policy, SEND policy, Health and Safety Policy, Safeguarding Policy and Teaching and Learning Policy

The obligation for schools to provide extra support such as specialist teachers or equipment will be introduced at a later date.

Schools are not expected to change their premises. They are expected to make long-term plans for improving access to their buildings through their planning duties.

## **Appendices:**

Appendix 1 - Accessibility Plan – Arden

Appendix 2 – Building Accessibility Statement

## **Appendix 1 –Arden Academy Accessibility Plan**

### **Objective 1: Increasing the extent to which disabled students can participate in the school curriculum.**

The school has a number of priorities over the next three years:

- A review of our key Stage 4 curriculum with the introduction of the reformed vocational qualifications.
- To continually develop and disseminate best practice in teaching and learning to enhance learning, enjoyment and achievement.
- The continuing development of skills and competencies within our school community and our partnerships with external agencies.
- Promote social and emotional skills across the full curriculum.
- Further development and use of ICT to support and enhance learning opportunities.

### **Objective 2: Improvements to the physical environment.**

There is a continuous programme of maintenance to the school. This covers improvements to the physical environment of the school site and physical aids to access education.

Examples of appropriate design at Arden Academy include:

- Access to the floors - an internal lift is available that provides access to each level in our Cadbury building and Smart Centre.
- Disabled toilet
- Wide opening doorways / double doors
- Accessibility Ramps / Level access / Dropped kerbs □  
Accessible outside space
- Disabled Parking

### **Objective 3: Improving the delivery to students with additional needs or who have a disability.**

- Disabled students may receive resources on paper in an appropriate font size if required. Where necessary special arrangements can be made for individual students.
- Coloured overlays are available for students who require them and an alternative coloured paper can also be used for students to work from.
- We are trialling the use of reading pens within examinations and tests, to help improve student's accessibility to the text, but also develop their independence.

### **Management, coordination and implementation**

The Local Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Executive and

Associate Headteacher and the appropriate member of the Senior Leadership Team. Curriculum issues will be reviewed by the governors' Teaching and Learning committee and asset management will be the responsibility of the AMAT Business and personnel finance committee.

The management and monitoring of this plan must fit in with existing line management and school development planning systems. The needs of individual students will be reviewed annually or more frequently if necessary and the SENCO will liaise with the Executive and Associate Headteacher if further resources are required. The plan will be reviewed each year as part of the annual school self-review. The AMAT Financial Team will review the asset management plan and report to the leadership Team. All of this will be reported to the appropriate Governors committee.

## **BUILDING ACCESSIBILITY STATEMENT**

### **Arden Academy comprises of the following buildings:**

- a) The Jean Loosemore Building (music & drama) is a 1995 development, which is a single storey development with ramped access. Corridor access to music rooms is narrow for two-way 'traffic'.
- b) The Godwin Building is a two-storey 1960 building, which was completely refurbished in 2012 in line with current Building regulations. The ground floor comprises of a dance and separate drama studio, with four standard classrooms on first floor accessed via stairs only. There is ramped access from the outside.
- c) The Smart Centre (DT, art and computing) is a 2009 building and is fully compliant under Building regulations, and is DDA compliant. It is a two-storey construction with a lift. It is accessible from outside by a ramped entrance.
- d.) The Sixth Form Building is a 2006 development, which is a single storey building with 15 teaching rooms that are accessible from the outside by a ramped entrance.
- e.) Humanities & Main Block - constructed in 1959, first and second floor standard classrooms are accessed via stairs only.
- f.) Cadbury Building – constructed in 2015, this three-storey building is fully accessible with three ramped access points and lift to first and second floors.
- g.) Gym and Sports Hall buildings are a 1985 development/upgrade, both have ramped access from the outside and are easily accessible.
- h.) All weather Astroturf pitch and MUGA (Multi Use Games Area) - both facilities are fully accessible and have the appropriate access for users with disabilities. Access to Astroturf is via a steep tarmac pathway which wheelchair users may need some assistance with.

**A site map can be provided upon request.**

#### **Any queries should be directed to:**

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