



ROCKWOOD
ACADEMY

Accessibility Plan and Policy

2021-2024

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| Person Responsible for the policy | Sandra McKoy |
| Date ratified by LGB | July 2021 |
| Lead Governor for SEND | Nazma Meah |



CORE
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TRUST

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1. 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 pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

At Rockwood Academy we treat all pupils equally, fairly and with respect through the promotion of our Core Values – Collaboration, Opportunity, Respect and Excellence. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to giving all of our pupils every opportunity to achieve the highest standards and be successful. We do this by taking into account pupils' varied life experiences, cultures and needs. We offer a broad and balanced curriculum and have high aspirations and expectations for all pupils, irrespective of any barriers they may face. We strongly value the achievements, attitudes, and well-being of all of our pupils.

Rockwood Academy's Accessibility Aims:

- To deliver high quality first teaching, with high expectations for all, that enables children to succeed and achieve their potential by removing any barriers.
- To enable all pupils to develop the essential skills to lead a happy and fulfilled life.
- To give each student an equal opportunity to fulfil their own potential, personally, socially and academically, within a rewarding and stimulating environment.
- To provide all students with a broad, balanced and relevant education, this will enable them to develop the knowledge, skills and attitudes needed for lifelong learning and equip them with the ability to adapt to change.
- To work in partnership with our families and the wider community.

This 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.

Rockwood Academy supports any available partnerships to develop and implement the plan and we are part of the Core Education Trust. We will work closely with the Local Authority Inclusion Team and Special Educational Needs Support Service and where appropriate enlist the support of the Primary Care Trust and Social Services.

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

We have included a range of stakeholders in the development of this accessibility plan, including our Senior Leadership Team and Local Governing Body.

2. Definition of a disability

- The disability provisions in the Equality Act mainly replicate those in former Disability Discrimination Acts.
- The DDA defines a disabled person as someone who has: 'A physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'
- The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism, Speech and Language impairments and Attention Deficit Hyperactivity Disorder (ADHD). As such there is a significant overlap between those considered to have a disability and those who have Special Educational Needs.

3. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 2015, '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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Unlawful behaviour with regard to disabled students

Chapter 1 (1.17 – 1.24) explains the general definitions in the Act of direct discrimination, indirect discrimination, victimisation and harassment. The rather different and more complex provisions that apply in the case of disability are set out here.

Direct Discrimination: A school must not treat a disabled student less favourably simply because that student is disabled – for example by having an admission bar on disabled applicants.

A change for schools in this Act is that there can no longer be justification for direct discrimination in any circumstances. Under the DDA, schools could justify some direct discrimination – if it was a proportionate means of meeting a legitimate aim. What the change means is that if a school discriminates against a person purely because of his or her disability (even if they are trying to achieve a legitimate aim) then it would be unlawful discrimination as there can be no justification for their actions.

Indirect Discrimination: A school must not do something which applies to all students, but which is more likely to have an adverse effect on disabled students only – for example having a rule that all students must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

Discrimination arising from disability: A school must not discriminate against a disabled student because of something that is a consequence of his or her disability – for example by not allowing a disabled student on crutches outside at break time because it would take too long for him or her to get outside and back again. Like indirect discrimination, discrimination arising from disability can potentially be justified.

Harassment: A school must not harass a student because of his or her disability – for example, a teacher shouting at the student because the disability means that he or she is constantly struggling with class work or unable to concentrate.

Disability Equality Duty – schools previously had a statutory duty which required them to take proactive steps to tackle disability discrimination, and promote equality of opportunity for disabled students. Under the Equality Act, this has been replaced by the general equality duty and the new specific duties – covered in chapter 5 of this guidance.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT GOOD PRACTICE Include established practice, and practice under development | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|-----|---|------------|------------------------|-----------------------|-----------------------------------|---------------------|
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| Increase confidence for all staff in differentiating the curriculum for learners . | <ul style="list-style-type: none"> • We use some resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • CPD has been provided for staff on HQFT. | <ul style="list-style-type: none"> • Ensure the school offers a differentiated curriculum for all pupils in particular those who cannot access GCSE qualifications. • Ensure staff are following individual learner support plans. • Ensure Smart Targets are set effectively and are appropriate for pupils with additional needs. • Ensure Curriculum progress is tracked for all pupils, including those with a disability. • Provide regular CPD – Autism / HQFT/ ADHD etc | <ul style="list-style-type: none"> • Review of option choices available to study at KS4 | DHT | March 2022 | Wider range of subjects made available to those who cannot access GCSE's e.g. functional skills |
| | | | <ul style="list-style-type: none"> • SENCO / T&L team to regularly observe teaching and provide feedback | SENCO | Ongoing | Pupils achieve greater success and meet targets. |
| | | | <ul style="list-style-type: none"> • SENCO / TA's to review termly on provision mapping | SENCO/TA's | Termly | Pupils achieve greater success and meet targets. |
| | | | <ul style="list-style-type: none"> • Under achievement is highlighted and appropriate interventions are provided if necessary | HOD/HOF/SENCO | Termly | Pupils make progress in line with their abilities. |
| | | | <ul style="list-style-type: none"> • Staff to undertake online CPD/whole staff CPD | SENCO | Ongoing | Staff have a better understanding of how to differentiate the curriculum for pupils with SEND. |

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| Improve and maintain access to the physical environment | <p>At Rockwood Academy The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps to front entrance • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities. Regular collaboration with Physical Disability Support Service (PDSS) to implement provision required for those students with a physical disability. | <ul style="list-style-type: none"> • To ensure staff receive appropriate training to support students with physical disabilities. • Ensure students with temporary mobility problems/injuries have a full risk assessment to allow them to return to school to enable them to fulfil their potential. • Disability access review of the premises ever year | <ul style="list-style-type: none"> • CPD to be delivered by PDSS / designated staff to do safer handling training • Meetings with parents / risk assessment in place for each case. • Review to be carried out by Site Team annual and improvements to be carried out if required. | <p>KLO / HT</p> <p>WBA</p> <p>Site Team</p> | <p>July 2022</p> <p>Ongoing</p> <p>July 2023</p> | <p>All staff will have completed training.</p> <p>Risk assessments regularly shared with all staff and in place on Teams.</p> <p>Review in place annually and checked by Operations Manager</p> |

5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Local Governing Body.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEND) information report.
- › Supporting pupils with medical conditions policy
- › Admissions policy

