

Accessibility Plan 2016 - 17

Rationale

In line with Schedule 10, relating to Disability, of the Equality Act 2010 and guidance from the DFE, Blackpool Aspire Academy has the following accessibility plan in order to:

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

As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-time” negative effect on your ability to do normal daily activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months.”

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the

impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Blackpool Aspire Academy has considered the following areas within this policy:

- **Physical facilities** – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **Support Services** – access to services within and external to the school to support families where disability is identified
- **School Curriculum** – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits
- **Awareness** – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** – how information is communicated within school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability

Physical Facilities	Process for Identifying Barriers
	<ul style="list-style-type: none"> • Action plan following a site inspection by relevant personnel (e.g. Site Manager, Governor) • On-going feedback from individual students / staff • Review of pupils needs by SENDCo, Caseworker, School nursing team in liaison with local health and disabilities advisory services • Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D)
	Summary of Progress, Facilities and Procedures in Place
	<ul style="list-style-type: none"> • New building (opened in November 2015) includes a lift access the first and second floors • Lifts are operated by a key and students are accompanied in the lifts by designated staff • Designated Disabled parking bays to the left of the school building with a flat path and ramp for easy access to the main reception area • Assistance available – manned site from 7am – 6pm every day for assistance (extensions to the school day may occur) • Trip hazards or any dangers are signposted by the school site team • Ramps access to the VIDA sports facility – wheelchair accessible • Disabled toilets situated on each floor with an assistance alarm cord system fitted and a disabled visitors’ toilet situated in the reception area • Each staircase has an emergency meeting point with manual evacuation chairs in the event of the lifts being out of service or unviable in an emergency situation – Site staff team are trained in the use of these facilities
	Objectives for improvements for 2016/17
<ul style="list-style-type: none"> • Continue to rehearse the evacuation procedure • Monitor the lift usage policy and review in the summer term • Respond to feedback from staff, students & parents/ carers to ensure that the new site is fully accessible for all 	
Monitoring	
<ul style="list-style-type: none"> • Discuss and review via Student Support Panel forum • Director of Student Services to implement any recommendations in consultation with the Principal 	

Support Services	Process for Identifying Barriers
	<ul style="list-style-type: none"> • Review of Education, Health and Care Plans or Support Plans for pupils with SEN(D) • Advice from external agencies • Requests and identified needs of pupils and parents through discussions, observations and feedback • Keeping up to date with local and national providers for support • Working in collaboration with co-located Special school – Highfurlong • Academy Council visits
	Summary of Progress, Facilities and Procedures in Place
	<ul style="list-style-type: none"> • Specialist SEND Personnel structure in place • Designated Student Services reception area • School based caseworker team • Counselling services accessed through school based caseworkers • Drama therapist working weekly with students • SHINE Therapy for Speech & Language • State of the art sensory facilities available and regularly accessed in co-located Special school – Highfurlong • School nurse completed training with designated Support Services Staff on diabetes and supporting pupils to manage their diabetes and insulin pump administration • Educational Psychologist engaged via the SEND team • First-aid room with wet room facility • Defibrillator and emergency asthma kit located in Student Services and signposted throughout the Academy • Employed a trained counsellor on a part time basis to complete individual and group sessions with pupils
	Objectives for improvements for 2016/17
<ul style="list-style-type: none"> • Extend collaborative work within academy and feeder Primary schools as part of an in-depth transition programme • SHINE Specialist Therapists to offer whole school staff training • Continue to review SEN register to identify pupils with SEN(D) and provide appropriate support for students and parents 	
Monitoring	

	<ul style="list-style-type: none"> • Discuss and review via Student Support Panel forum • Director of Student Services to implement any recommendations in consultation with the Principal
School Curriculum	Process for Identifying Barriers
	<ul style="list-style-type: none"> • Monitoring of high quality teaching, learning support and impact on progress through learning walks • Year 7 pupils to have base-line testing on reading, comprehension, writing and spelling • Reading ages (Year 7 initially) reassessed termly • IDL (Indirect Dyslexia Learning) programme in place for students identified as being below a functional reading age of 11 years • Monitoring of Quality First Teaching via learning walks and lesson observations • Individual Pupil Passports • Person Centred planning and review meetings facilitated by the academy • Review of individual Education, Health and Care Plans and Support Plans for pupils with SEN(D) • Safeguarding reviews in line with social services and child protection proceedings • Feedback and input from parents at consultation meetings and external agencies • Advice from external agencies – BAT team, EP, Education Diversity, School Nursing
	Summary of Progress, Facilities and Procedures in Place
	<ul style="list-style-type: none"> • Netbooks have been replaced by Chrome books which are based in each faculty area for pupils to use • Pupils can be granted permission to use their own laptops in school • SEND department allocate laptops to students identified as requiring ICT provision for examination access arrangements • Pastoral and Curriculum teams meet to ensure pupils have access to appropriate level of curriculum – allows for personalised provision including access to level 1 & 2 courses • Collaborative working with co-located Special school, Highfurlong, to share resources and curriculum offer • Provisions of appropriate sensory processing aids for specific pupils following advice from external agencies • Liaison with individual pupils and parents regarding the personalised curriculum pathways available • Provision of Saponi Club at lunchtime to provide additional academic support to pupils with SEN(D)
	Objectives for improvements for 2016/2017

	<ul style="list-style-type: none"> • Deliver training to whole staff regarding removing barriers for SEN(D) within the classroom – training to be matched to the priorities determined by whole school pupil population and their needs. SHINE Therapy Services to facilitate this • Continue to provide homework clubs at lunch time and after school for pupils with SEN(D) and monitor attendance at these • Increase SEN(D) voice on the Academy Student Parliament • Review curriculum offer in light of national and local practice / policy with the Teaching and Learning team • Review the interventions provided for individuals and small group within each Key Stage <p>Monitoring</p> <ul style="list-style-type: none"> • Discuss and review via Teaching & Learning Forum, SEND meetings, Core team meetings, SLT • Deputy Headteacher - Curriculum to implement any recommendations in consultation with the Principal
Awareness	<p>Process for Identifying Barriers</p> <ul style="list-style-type: none"> • Observations of lessons and learning walks • Feedback from student, parents/carers, staff, external agencies and visitors • Curriculum and provision review <p>Summary of Progress, Facilities and Procedures in Place</p> <ul style="list-style-type: none"> • Staff training on specific areas of SEND • Opportunities to work collaboratively with specialists to improve the quality first offer within the academy • SpEND newsletter produced every term to inform quality first teaching, celebrate success, and update staff on SEND interventions • All SEN(D) pupils have Pupil Passports which are shared with staff as an attachment on SIMS and in booklet form to directors <p>Objectives for improvements for 2016/17</p> <ul style="list-style-type: none"> • Link assemblies and whole school events to World Days e.g. World Autism Day • Whole staff training on SEND • Identify appropriate training to support the role of champions for Mental Health, CEOPS, Substance Misuse, Behaviour, Speech and Language, Cognition and Learning, Education Health & Care Plans <p>Monitoring</p>

- To be monitored by SEND, Welfare and Teaching and Learning teams and other relevant staff

Communication	Process for Identifying Barriers
	<ul style="list-style-type: none"> • Feedback from pupils, parents and external agencies • Concerns raised by staff to the SENDCo or Faculty Director • Casework – external meetings and intervention from partners and stakeholders • Review of Education, Health and Care plans and Support Plans
	Summary of Progress, Facilities and Procedures in Place
	<ul style="list-style-type: none"> • Parents of SEND students have direct contact details for SENDCo, TA4 and other key staff within the SEND department • All SEND students have a designated champion / point of contact to support them in the review of individual Pupil Passports • Reports for all pupils • Parents’ Evenings and Options Evenings • Aspire Academy newsletter • SpEND newsletter
	Objectives for improvements for 2016/17
	<ul style="list-style-type: none"> • New ‘Champions’ to be identified and implemented – all pupils on SEN register to have a named link person • Raise profile of SEND pupils on the Academy Parliament • SEND team personnel to become part of the Student Support Panel
	Monitoring

- To be monitored by SEND, Welfare, and Teaching and Learning teams and other relevant staff