

Accessibility Plan

Corby Business Academy



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| Approved by | S. Underwood & B. Gibb | | |
| Last reviewed on | | Next review due by | 2019 |

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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 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.

Corby Business Academy is committed to

- demonstrating a commitment to developing access to the school for all students
- reflecting the views, wishes, aspirations and concerns of parents and students and be based on a culture of high expectations for all
- supporting a problem-solving approach and a commitment to the effective and sustainable use of resources
- using information from audit and other data collection approaches validated by research
- making links with the work of other agencies when appropriate

Corby Business Academy will not treat students with protected characteristics less favorably than those without such characteristics.

Corby Business Academy will take reasonable steps to avoid putting disabled students at a substantial disadvantage (the 'reasonable adjustment' duty) in matters of admission and education.

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.

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.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. The plan should also be read in conjunction with the Trust Equal Opportunities Policies.

- TPO/EO/01 Single Equality Policy
- TPO/EO/02 Accessibility Policy
- TPO/EO/03 Religious Education
- TPO/STU/05 Special Educational Needs and Inclusion

| Aim | Current Good Practice <i>including established practice and practice under development</i> | Objectives |
|--|--|--|
| <p>Produce outstanding outcomes for students who have disabilities</p> <p>Deliver a school environment that produces outstanding provision for both education and student care</p> | <p>An ethos of quality first teaching with a fully differentiated curriculum ensure that there is no dependency on Learning Support Assistants in the classroom.</p> <p>Corby Business Academy offers a differentiated curriculum to meet the needs of all students</p> <p>We use resources and guidance notes which are tailored to the needs of students to ensure that they have access to the appropriate support within the curriculum.</p> <p>One page profiles and risk assessments are in place to ensure that disabilities are not a barrier to learning. Curriculum progress is tracked for all students, including those with a disability. When these are updated the SENDCo meets with teaching staff and updates staff.</p> <p>There are routine CPD sessions for all staff to cover students with disabilities. Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> | <p>Improve the skills, knowledge and understanding of all staff.</p> |

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| | <p>Practices and procedures include</p> <ul style="list-style-type: none"> ✓ Exam access and picture of need presented on MIS ✓ Whole school CPD covering the needs of students on Education, Health and Plans, Dyslexia, Autism, ODD and ADHD ✓ Intervention groups within student support for spelling, social skills, literacy, maths and, social emotional needs and emotional coaching. ✓ Additional parental meetings for all students with SEND Additional induction and transition time for all students with disabilities | |
| <p>Improve and maintain access to the physical environment</p> | <p>Corby Business Academy was purpose built with inclusion for students with disabilities due to the 75 place Unit Provision. The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> ✓ Ramps ✓ Elevators ✓ Corridor width ✓ Disabled parking bays ✓ Disabled toilets and changing facilities ✓ Library shelves at wheelchair-accessible height ✓ Fully accessible rooms with personal care rooms and tracking hoists within the Unit Provision ✓ Specialist provisions for students with disabilities including physio room, hydro pool and sensory room ✓ Fully accessible Food Technology classroom for students in wheelchairs ✓ Rise and fall tables available for lessons | <p>In consultation with Local Authority review provision for new Year 7 intake specifically targets at students with complex SEND.</p> <p>To improve the accessibility of the footpath installing a dropped curve alongside the Sports Hall to improve access to disabled students and visitors.</p> <p>To provide additional external recreation space by installing picnic tables and improving access to the astro turf to improve the environment and safeguarding for all students.</p> |

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| <p>Improve the delivery of information to students with a disability</p> | <p>Our academy uses a range of communication methods to ensure information is accessible as appropriate to current intake. This includes:</p> <ul style="list-style-type: none">✓ Internal signage✓ Large print resources✓ Induction loops✓ Pictorial or symbolic representations✓ Modified exam papers✓ Exam access arrangements for all students with any disability which could✓ Put them at a disadvantage compared to others.✓ Consultation with external agencies - Sensory Impairment Service, Education Inclusion Partnership Team <p>The academy works closely with the school nursing service and specialists services to provide termly CPD updates on needs of students within the academy. This is then used to update care plans.</p> | <p>To review year 6 intake and ensure that CPD is in place to address any additional needs that are not already within the academy</p> |
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4. Monitoring arrangements

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

It will be approved by the Principal.

5. Links with other policies

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

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| TPO/EO/01 | Single Equality Policy |
| TPO/EO/02 | Accessibility Policy |
| TPO/EO/03 | Religious Education |
| TPO/STU/05 | Special Educational Needs and Inclusion |

