Accessibility Policy

Written	April 2018
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SLT Lead	Lynne Smith
Signed: Head Teacher	_____
Chair of Trustees	_____

Introduction

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, students, parents, staff, trustees and governors of the academy.

2. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. The Iffley Academy plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. A major part of this provision will be the building of the new school as part of the second-phase of the Government's Priority Schools Building Programme, (PSBP2), due to commence in July 2018. The intention is to move to the new school in July 2019.

4. The Accessibility Plan will contain relevant actions to:

4a. Physical access

- The Sixth Form building, which will remain in situ for the foreseeable future, will have surveys and works undertaken with the aim to improve physical access to this area of the school.
- With extensive construction and demolition works due to take place in the life of this policy document, access and egress from the site is likely to change significantly for both pedestrian and vehicular traffic. Our build partners, Kier, have devised a phased access plan for all users and this is detailed in the Physical Access matrix below. Iffley Academy site will need ad-hoc changes to accommodate this, and the Site Safeguarding Risk Assessment will be reviewed regularly throughout the process.

4b. Curriculum access

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as their able-bodied peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.

4c. Delivery of Written Information

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, worksheets, timetables, examination papers, website adaptations and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Action Plans relating to these key aspects of accessibility are attached.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff, trustees and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
   - Curriculum
   - Equality
   - Staff Development
   - Health & Safety (including off-site safety)
   - Special Needs
   - Behaviour
   - Raising Achievement Plan
   - School Prospectus and Mission Statement
   - Teaching and Learning Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this Accessibility Plan, with the imminent new build, which may negate some of the longer term actions and will be superseded by the building of the new school.
   The audit will need to be revisited prior to the end the building of the new school (July 2019) in order to inform the development of the new Plan for the following period.

9. The School Prospectus will make reference to this Accessibility Plan.

10. The Plan will be monitored through the Committee structure of the Governors.

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Improving Physical Access at The Iffley Academy

Due to the current Iffley Academy buildings being demolished mid to late 2019, all works proposed within the previous access audit have been shelved. Access for users who may need assistance, i.e. a wheelchair user or mobility scooter, are able to access and exit most parts of the academy buildings with relative ease. Those who may require additional assistance in the event of an emergency are required to let Reception know and the Facilities Manager will write a Personal Emergency Evacuation Plan (PEEP). All meetings / training take place in areas of easy access for all users.

Item	Activity	Timescale	Cost	Priority level (RAG)
Sixth Form Building	Repair or outright replacement of the stepped and ramped access to the Sixth Form due to the age and present wear of the current. Like for like timber construction should be considered more favourably due to the uncertainty of the building life expectancy.	Completion over the Summer Holidays 2018	<£10,000.00	
Sitewide general access	Access to the Iffley Academy site due to change significantly as the project moves forward. Traffic marshalling by contractors will be undertaken. All traffic from Augustine Way will enter the main gates as usual and then divert into the field adjacent to the front forecourt. A new controlled pedestrian access and hardstanding will be created between the current Hirst and Sixth Form buildings. This will be reviewed and risk assessed further as matters arise.		N/A	

Phase 1

Phase 2

Phase 3

(Phased plans produced by Kier to give a general overview of the phased implementation. There may be the need to adapt these access proposals due to unforseen circumstances as the project moves forward. Refer to the Site Safeguarding Risk Assessment as the most up-to-date appendix to this audit. Plans duplicated with the permission of John Parry-Billings of Kier – April 2018

Improving Curriculum Access at The Iffley Academy

Target	Strategy	Outcome	Timeframe	Achievement
Development of individual student profiles, to include preferred learning styles, specific SEN, medical needs, etc.	Review all key paperwork on individual student. Close observations of students in learning environments. Meet with students and/or parents/carers	All teachers are able to meet the individual SEND requirements of each students to support full access to the curriculum.	Ongoing	Increase in access to the academy's curriculum offer. SEND needs of all pupils are met. All students make good or outstanding progress
Continue to develop SEND expertise of Teaching Assistants through a range of training opportunities, e.g. SRS, Restorative practices, Autism-friendly approaches	Monthly TA training opportunities for all support staff. Support Staff objectives link directly to Raising Achievement Plan. Support staff to contribute to individual student profiles	All support staff develop a deeper understanding of the specific SEN of the learners in their class and in the wider school community.	Ongoing	Needs of all students are met. Good or outstanding progress made by all learners. Effective professional learning culture across the school.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled students. Educational Visits coordinator to be aware of requirements of all students.
Further develop current ASC knowledge and understanding of all staff	Lead practitioner for SEN to drive ASC awareness throughout the school e.g. Autism training, Autism Awareness Week,	Autism-friendly classrooms across the whole school. ASC focus group established and driving forward initiatives. Continued awareness of the range of sensory needs of students and how to support these students.	Ongoing	Autism Accreditation Mark to be achieved by July 2018. Outstanding ASC learning environments. Good or outstanding progress made by ASC learners.

Improving the Delivery of Written Information at The Iffley Academy

Target	Stategy	Outcome	Timeframe	Achievement
Explore wider technological opportunities to develop communication	Develop parent engagement platform e.g. schoolzine App SLT to identify key information to be shared with stakeholders A member of SLT to check all communications before distribution to parents/carers	Instant information available to parent/carers, e.g. school closures, newsletters, trip information, etc.	Introduce January 2018 Ongoing	Information is accessed in an appropriate and timely manner. All parents/carers have been offered the opportunity and support to download the App
Ensure that parents and carers receive information from school in a format of their choice	Establish preferred choice of communication Offer support to parents when communicating and review at key events throughout the year, e.g. TOPs meetings	Parents and carers will receive information in the medium of their choice	Week 1, term 1 Ongoing	School is effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications
Ensure stakeholders receive a termly newsletter	Identify one member of SLT to edit newsletter to:a) a) Identify key messages b) Select authors c) Current and relevant information	A wide range of features will be included to capture the work and achievements of the whole school community.	Termly	Key information is accessed by wide group of stakeholders. Further opportunities to celebrate achievements and showcase the work of the school community.