

John Madejski Academy



Accessibility Plan

June 2017

To be approved by the Governors

1. Introduction:

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) Increase access to the curriculum for disabled students;
- b) Improve the physical environment of the school to increase access for disabled students and
- c) Make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for John Madejski Academy.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy* and related *SEN information report*
- Equality Information and Equality Objectives.

It should also be read alongside the following policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health and Safety Policy (including off-site safety)

- Policy relating to Behaviour

These may be accessed via the policies tab.

- School Development Plan

3. Our Values and Vision statement

Values are those principles or moral standards which a person or group of people generally accept are valuable in the life of the school

- Responsibility & Leadership
- Enjoyment and Innovation
- Aspiration and Development
- Collaboration and Community
- Honesty and Integrity

Vision is the core purpose, the aspirations of the school, it summarises what it would like to achieve. It is the preferred future – the school as we would wish it to be.

John Madejski Academy will provide a high quality education so that all students can succeed at university or a real alternative, thrive in a top job and have a great life. Our aim for the community at JMA, which includes parents, students and staff, is that we enjoy what we do together because we are resilient, remain positive and never give up; we aspire to be the best we can be, are loyal and reliable; we display empathy and are open-minded and treat all people fairly; we contribute to our school and community and it is a happy place to work, learn and visit.

Our students are provided with a high quality learning environment so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves and want those with a disability to be able to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students with a disability and eliminating discrimination. Through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

4. Current good practice

Identification

John Madejski Academy asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum:

John Madejski Academy has improved access to the curriculum for disabled students through the following means:

- Using multimedia activities to support specific curriculum areas, e.g. numeracy and literacy;
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those that require this;
- Offering a Continued Professional Development (CPD) to ensure that all staff are knowledgeable of the impact of ASD and ADHD on learning;
- Organising classrooms so that they promote the participation and independence of all students.

Physical Environment:

John Madejski Academy (formally Thames Valley School) moved into its new buildings in 2007. This improved the physical environment of the site to increase access for disabled students by:

- Providing flat access to school entrances
- Providing wheelchair accessible lifts to the upper floor (s)
- Dedicating parking bays at the front of the school for students and families and visitors with a disability
- Providing an accessible toilets
- Ensuring there is good lighting throughout the school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallways and classrooms;
- Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- Ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

John Madejski Academy makes written information more accessible to disabled students through:

- (can) modify written information so that this is available in large print for students with a visual impairment;

- (will) adhere to guidelines from specialists (such as Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- Using social stories and picture symbols to explain school rules for students who benefit from this;

5. Implementation

Our Accessibility Plan shows how access to John Madejski Academy will be improved for disabled students (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help students with a disability to fully participate in school life.

In doing this we thought about:

- How to ensure disabled students are as prepared for life as their non-disabled peers;
- How we can encourage students with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- How we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- Adding specialist features to our school as necessary and improving the physical environment;
- How we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

John Madejski Academy will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*

<http://www.reading.gov.uk/media/1603/CD-27-Accessibility-Strategy/pdf/CD-2.7-Accessibility-Strategy.pdf>

Environment or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor. We will consult with experts when new situations regarding students with disabilities are experienced.

John Madejski Academy's Accessibility Plan will be implemented by the Director of Finance and Resources, SENCo, Vice Principal (CTh) and Principal.

Sufficient resources will be allocated to implement this Accessibility Plan.

6. Monitoring

The Academy's Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors' Finance and Premises Committee.

The governing body, or proprietor will monitor the Academy's activity under the Equality Act 2010 and will advise upon the compliance.

The complaints procedure also covers issues pertaining to the Academy's Accessibility Plan.

John Madejski Academy ACCESSIBILITY PLAN – 2017-2020: Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>All out of school activities need to be planned to ensure that all students with a disability are able to take part.</p>	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review Trips and visits policy 3. Review all upcoming out of school activities ensuring that sites are suitable for students with a disability, whether this be for 	<p>Principal and responsible governor</p> <p>Advanced Leadership Group</p> <p>Individual class teachers and SENCO</p>	<p>April 2017</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how students with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Students with a disability have

	<p>physical access, to ensure sensory can be catered for, etc.</p> <p>4. Consider any reasonable adjustments required to enable students with a disability to take part in the out of school activities, including travel requirements.</p>			<p>access to all school activities such as trips out, residential visits, extended schools activities and sporting events</p> <ul style="list-style-type: none"> • Students and their families feel included in out of school activities.
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<p>1. All written information available to students and their parents will be considered in detail by ALG, parent forum and the school council. Students with a disability will be asked to take part in this activity and give their feedback on how well this</p>	<p>Advanced Leadership Group, SENCo, parents, students and other staff where appropriate (e.g. Library and Reception Staff)</p>	<p>September 2018</p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which students take on and learn new information; • Thought is given to all future communication with disabled students in mind; • The school is more effective in meeting the needs of students with a disability;

	<p>information meets their needs of both its current and future students during this exercise;</p> <p>2. The school will make itself aware of the services available through local charities, providers and the Local Authority for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</p>			<ul style="list-style-type: none">• Students with a disability and their parents feel welcome and confident that their needs are being met.
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