

Accessibility Policy

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Contents

Introduction.....	4
Background.....	4
Accessibility Plan.....	4
Increasing the extent to which disabled students can participate in the school curriculum.....	5
Improving the physical environment of the school.....	5
Improving the delivery of information to disabled students.....	6



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Introduction

Central Academy acknowledges its duty towards students, staff, parents, Local Governing Body and members of the wider community who have a disability. Where students or prospective students are concerned the Academy acknowledges its non-discrimination and planning duty under the Special Education Needs and Disability Act 2001.

- Extra-curricular activities are a central part of the Academies philosophy.
- The Academy asks parents to complete the Registration Form and to disclose whether their child has a disability, special educational need or medical condition. The parents will then receive contact in respect of a prospective student, requesting further detailed information about their child.
- In assessing any student or prospective student the Academy may take such advice and require such assessment as it deems appropriate. Subject to this, the Academy will be sensitive to any issues of confidentiality.
- Where it is practicable to make reasonable adjustments based upon the information given and advice received, to enable a prospective student to take up a place at the Academy and provided the student satisfies the admissions criteria outlined above, the Academy is committed to providing those reasonable adjustments.

Background

The school's layout and facilities:

- The Academy consists of one easily accessible main building with a separate Performing Arts building that is all on one level. The main building which contains a main atrium has interlinking corridors over three floors that have lift access and is accessible to wheelchair users. Toilets for disabled users are on all floors. Lift operation is by swipe card.
- The Academy has game fields and an astro pitch, the game fields being about 600 yards away from the main building, all of the areas have easy access with no stairs. The PE corridor has a chair lift, accessed via a swipe card.

Central Academy is not required to provide auxiliary aids and services or to make physical changes to their existing buildings. A student with restricted mobility is likely to be put at a disadvantage by these problems. A student with severely restricted mobility may be unable to access some of the recreational facilities that the Academy offers.

Wherever practicable, in line with the Disability Policy the Academy will make reasonable adjustments to the timetable to allow children with restricted mobility to attend accessible parts of the school grounds.

Accessibility Plan

The Academy will review this plan on an annual basis to monitor and evaluate:

- The effectiveness of action taken in the previous year.
- Relevant targets for the next school year.
- Responses to any further legislative changes.



The Academy will make a log of all reasonable adjustments and it will be available to interested parties.

Reasonable adjustments include:

- Transition support plans
- Early exits from lessons to avoid busy periods of transition
- Use of the lift
- Adjustment to seating plans to meet individual student needs
- PE – individual adjustments made as appropriate to the PE curriculum to allow the student to participate
- Equipment – dependent on student's levels of needs adjustments made eg chairs for stools
- Laptop to support recording instead of writing
- Reader pens
- Pencil grips
- Writing ramps
- Wobble cushions

Increasing the extent to which disabled students can participate in the school curriculum

As budgets allow:

1. The Academy will develop a unified SEN and Disability policy throughout all its sections, to ensure:
 - a) Student documents can be printed in large print on request.
 - b) There is full disclosure of relevant information between all schools at student transfer.
 - c) Staff monitoring Learning Support share best practice.
2. Where physical access to the site is difficult for a prospective student, the Academy recognises the need to be proactive in enabling such access. Accordingly, students with relevant disabilities will, where practicable, be:
 - Placed in ground floor classrooms, most convenient for physical access.

Improving the physical environment of the school

As budgets allow:

1. The Academy will establish areas where improvements can be made and a prioritised list will be drawn up.
2. The school will undertake a fire safety risk assessment and update the Academy's fire evacuation plan.
3. The Academy will aim to make newly constructed buildings fully accessible to disabled students.
4. All conversions to existing areas of the school that sit outside the scope of the Acts in (3) above will be considered with regard to disabled access and every reasonable effort made to improve access within the scope of the work.
5. Every reasonable effort will be made to purchase equipment that meets the needs of disabled students in a better way than the equipment which needs to be replaced.
6. Diffusing lights will be installed where computer use makes it necessary. Faulty lighting will be replaced within a week wherever possible, less if high risk area.
7. An acoustic level of between 50 – 70 decibels will be maintained wherever possible in all classrooms.



Improving the delivery of information to disabled students

As budgets allow:

1. The Academy will arrange for documents to be provided to prospective parents who have a disability, in forms that meet the need, if so requested and it is reasonable to do so.
2. All Academy documents will be available in large print format on request.
3. The Academy will continue to provide INSET for all teachers in order to support them in better communication with students with SEN or disabilities.



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