



Accessibility Plan 2015-2018

(1) Introduction

1.1 The SEN and Disability Act (2001) extended the Disability Discrimination Act (DDA) (1995) to cover education. Since September 2002, the Governing Bodies of Schools and Academies have had three key duties towards disabled pupils under Part 4 of the DDA:

(i) Not to treat disabled pupils less favourably for a reason related to their disability.

(ii) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.

(iii) To plan to increase access to education for disabled pupils.

1.2 This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three year period to increase access for those with a disability in three key areas. The three areas are:

(i) Increasing the extent to which disabled pupils are able to participate in the school curriculum.

(ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

(iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

1.3 In addition, the Equality Act 2010 requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled persons more favourably

(2) Definition of Disability

2.1 A person has a disability under the Disability Discrimination Act 1995 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 carry out normal day-to-day activities. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

(3) Review

3.1 This Accessibility Plan will be reported upon annually in respect of progress and outcomes, with a full review being completed every three years.

OFSTED inspections may include a school's accessibility plan as part of their review.

Access Audit for Landau Forte Academy Moorhead

Appendix 1

Part of Accessibility Plan

KEY:

- 1 Yes
- 2 Almost
- 3 Partially
- 4 No
- 5 Not applicable

		1	2	3	4	5	Comments
Section 1: Disability Awareness/Training							
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		x				Periodic awareness training provided depending on start dates some staff will not have received training
2	Do you have arrangements for Tutors and Assistants to have the necessary training to teach and support students with disabilities if required?	x					
Section 2: How does your Academy deliver the curriculum?							
3	Do all staff seek to remove all barriers to learning and participation?	x					Regular meetings and updates required
4	Is teaching appropriately differentiated to meet individual needs so that young people make good progress?	x					
5	Are all students encouraged to take part in music, drama and physical exercise?	x					
6	Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities – for example, some forms of exercise in physical education?	x					
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum?	x					
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x					
9	Do you provide access to appropriate technology for those with disabilities?	x					
10	Are Academy visits, including overseas visits, made accessible to all students irrespective of attainment or disability?	x					

		1	2	3	4	5	Comments
Section 3: How does your Academy deliver materials in other formats for anyone who needs it?							
11	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		x				Large print provided for students where required
12	Do you have facilities such as ICT to produce written information in different format?		x				
13	Do you ensure that information is available and meetings are accessible to staff, students and Parents in a way that is user friendly for all people with disabilities and those who are not fluent in English?		x				
14	Is furniture and equipment selected, adjusted	x					
15	Do you ensure that all Academy staff are familiar with technology and practices developed to assist people with disabilities?	x					
Section 4: Is your Academy designed to be accessible and meet the needs of all students?							
(4a) General							
16	Are pathways and routes logical and well signed (both internal and external)?	x					
17	Is appropriate furniture and equipment provided to meet the needs of individual students?	x					
18	Do furniture layouts allow easy movement for students with disabilities?		x				
19	Are quiet/calming rooms available to students who use this facility?	x					
(4b) Getting into the building							
20	Are car park spaces reserved for disabled people near the main entrance?	x					
21	Are there any barriers to easy movement around the site and to the main entrance?				x		
22	Are steps needed for access to the main entrance?	x					Ramp is available
23	Do all those steps have a contrasting colour edging?				x		
24	If there are steps, is a ramp provided to access the main entrance?	x					
25	Is there a continuous handrail on each ramp, stair flight and landing to the main entrance?	x					
26	Is it possible for a wheelchair user to get through the principle door unaided?			x			
27	If no, is an alternative wheelchair accessible entrance provided?				x		

		1	2	3	4	5	Comments	
(4c) Internal facilities								
28	If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors?	x						
29	Do all internal doors allow a wheelchair user to get through unaided?				x		Difficult due to weight of fire doors, assistance provided as required	
30	Do all the corridors have a clear unobstructed width of 1.2m	x						
31	Does the building have a wheelchair accessible toilet?	x						
32	Does the building have accessible changing rooms/shower facilities?	x						
(4d) Vertical Movement								
33	How many storeys in the building? Please insert letter A = single storey throughout B =single storey with some split level parts C =single storey with some 2-3 storey parts D = Mainly 2 or 3 storey	A						
34	If the building is on more than one level, do the internal steps/stairs have contrast colour edgings?					x		
35	Is there a continuous handrail on each internal stair flight and landing?					x		
36	Does the building have a lift that can be used by wheelchair users					x		
37	Do you have any other sort of mechanical means provided to move between floors? If Yes, please state					x		
38	Is it possible for a wheelchair user to use all the fire exists from areas to which they have access?	x						
(4e) Sensory Impairment								
39	Are non-visual guides used to assist people to use the buildings?	x					Visitors receive a guided tour, children receive support as required	
40	Could any of the décor be confusing or disorientating for students with disabilities?				x			
41	Is a hearing induction loop available (either fixed or portable) in the Academy?				x			
42	Does the building have a 'Soundfield' sound reinforcement system?					x		
43	If there is a 'Soundfield' system, in what area							
44	Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)?	x						