

1.0 - Accessibility Policy and Plan

1.1 Introduction

The community of Long Field Academy includes all students, all members of staff, parents/guardians and volunteers. The Academy is committed to equality of opportunity for all current and prospective members of its community. The Academy welcomes applications from prospective students with or without additional needs, including those with Statements of Educational Needs and EHCPs.

Before offering a place, the Academy must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of his / her potential and in line with the standards achieved by the student's peers. The Academy operates an inclusion policy which it believes enriches Academy life, but the prospective student should be able to access the mainstream curriculum at an age appropriate level. The Academy will make reasonable adjustments to cater for the needs of applicants while giving equal importance to ensuring that no other student's education is impaired. This is the Academy's primary Disability Access Plan which has three interlinked elements.

- 1) Improvements in access to the curriculum by:
 - Providing for all students a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.
- 2) Physical improvements to increase access to education and associated services by:
 - Ensuring that all the Academy buildings and grounds are fully accessible to students with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the Academy can be fully accessed by all students.
- 3) Improvements in the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents / carers, information about the Academy and its curriculum in a format that takes account of any disabilities.

1.2 - The Academy seeks to achieve a successful fit between the Academy and its students through its Admissions Policy.

1.3 - The Academy seeks to achieve a successful fit between the Academy and its students through its Admissions' Policy.

1.4 - Before accepting a student onto the Academy Roll, the Academy wants to be confident that it can support the prospective student and his or her peers in achieving their potential. We are honest with parents about the Academy; we ask parents to be honest with us and to be open about any issue relating to their children. We look for children who will thrive at the Academy and who will contribute to the Academy community, regardless of any perceived or actual difficulty.

1.5 The Academy's policy is to apply the Admissions' Policy to all students, regardless of any disability of which the Academy is aware, having made reasonable adjustments to accommodate students, parents and visitors with disabilities.

1.6 In determining what is reasonable the Academy will have regard to:

- Whether the steps would overcome the substantial disadvantage.
- The practicality of the adjustment.
- Financial implications.
- The extent to which the support would be provided under Part 4 of the Education Act 1966.
- The resources of the Academy and availability of financial or other assistance.
- The effect of the disability on the pupil.
- Health and safety requirements.
- The need to maintain academic, musical, sporting and other standards.
- The interests of other students and those who may be admitted to the Academy as students.

1.7 Early notification is of great value, as it will enable the Academy to liaise with parents, existing Schools, or other relevant sources to establish what reasonable adjustments may be made at the Academy to support any member of the Academy community. Parents or guardians of children with disabilities or additional needs are expected to notify the Academy of them at the point of registration. If these are not known at the time, the Academy should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to provide further and more specific details of any additional needs of their child, and to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs (if applicable).

1.8 The Academy values all members of its community; all students, including those with additional needs, play a full part in its activities, participating in sports, plays, music, camps and trips. Adaptations for a student's participation in these activities are provided for through his or her personal learning plan.

1.9 As part of the Admissions Process, staff will meet with parents to discuss whether or not a prospective student will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, the Academy may advise additional assessments for further clarification. If after consultation, the Academy decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and/or its legal duties to the parent(s), the Academy will be unable to offer a place.

1.10 If the Academy, following discussions, is satisfied that with reasonable adjustments (and/or additional support provided from outside the Academy's resources) the prospective student can participate in the Academy then, subject to availability, a place will be offered.

1.11 It is possible that during their education a student may become disabled, or he or she may require additional needs than may first have been identified. Continuing communication between parents and staff is vital for ensuring that reasonable adjustments are made to facilitate the student's participation in the Academy.

1.12 If a condition develops during the member of the community's career, discussion will be initiated to consider the best means to offer support.

1.13 Lifts, ramps and disabled WCs have been included in the constructions and conversions and future developments will take account of access for the physically impaired.

1.14 During the life of this current Disability Access Plan, the Academy will continue to improve access to its buildings. In the shorter term, depending on the age of the student the Academy will seek to make adjustments to the timetable in such a way that, with additional support, physically disabled students will be able to access the curriculum.

1.15 The Academy's Inclusion team and SENCo will consult with the Principal, the Vice Principals, the Business Manager and others as appropriate. The Senior Inclusion Manager and SENCo will report directly to the Leadership Team. In addition, The Inclusion team will seek advice and input from the School Nurse and those professional advisors deemed appropriate. The Inclusion team and SENCo responsibilities are:

- 1) To review annually the Academy's policies, procedures and facilities to maximise accessibility to the Academy by those with additional needs.
- 2) To make recommendations to improve accessibility through amendments to the Disability Access Plan.

2.0 - Admissions

2.1 The Academy's Admissions and Entry Procedures are detailed in the Admissions Policy and Entry Procedure and these are kept under regular review.

2.2 In deciding whether to offer a place, the Academy will be mindful of its responsibilities in meeting the needs of its existing students. We are committed to supporting all aspects of Academy life. The Academy acknowledges that it may not be able with reasonable adjustments to provide the level of intensive support required by some children.

2.3 At the Academy, we are particularly mindful of the importance of home/Academy links. The SEN Code of Practice highlights, "The relationship between parents of children with Special Educational Needs and the Academy which their child is attending has a crucial bearing on the child's educational progress and the effectiveness of any Academy-based action."

3.0 – Adjustments to the Academy Buildings and Grounds

3.1 The Academy will plan alterations and adjustments to the premises with regard to this policy.

4.0 – Access to Education, Sport, Recreational Activities, Trips and Camps

4.1 Individual programmes of support need to be prepared for all students with Special Educational Needs and reviewed on a regular basis. The Academy will continue to collate up to date information on disability.

4.2 Access to the Curriculum

4.2.1 The Academy will make any reasonable adjustments to lesson and room timetables to ensure all students can access the full curriculum.

4.3 General Inclusion

4.3.1 The requirements of any student with additional needs admitted to the Academy will be discussed and plans for the individual will be made. With differentiation in mind, any particular needs will be discussed and consideration given to ensuring the success of the student and the rest of the class.

4.4 Staff Training

4.2.1 It is stipulated in the SEN Code of Practice, “All teachers are teachers of children with special educational needs. Fifteen percent of children are deemed likely to have a special educational need at some point in their Academy career”. All teaching staff are expected to have the skills required to teach students with additional educational needs and this is supported by a programme of Inset training on learning, medical needs and effective social support strategies. Consideration will be given to suitable training for nonspecialist teachers and support staff.

4.5 Physical Access and Access to Activities Requiring Manual Dexterity

4.5.1 When booking an off-site facility the Academy will check the accessibility for all members of the Academy community. Risk assessments for trips and camps are prepared on a regular basis and take account of the particular needs of disabled students.

4.5.2 The Academy will take note of all reasonable requests concerning the needs of participants with disabilities when Academy facilities are booked by external groups.

4.5.3 The Academy has reviewed escape procedures, door opening and closing mechanisms and highlighted other adaptations to accommodate the needs of disabled people.

4.5.4 There are disabled car parking spaces, all marked clearly, close to Reception.

4.5.5 All members of the Academy Community with disabilities are supported to participate as fully as they can in all Academy activities.

4.6 Outside Service Providers

4.6.1 When educational sessions are run by outside parties, they will be made aware of additional needs.

4.7 Trips and Excursions

4.7.1 The needs of all students are considered carefully when deciding on locations, transport arrangements and whether extra support staff are required. This is part of the risk assessment process and it is carried out in full consultation with parents.

5.0 – Diet and Medication

5.1 Within the limits of our catering facilities, a number of options are available and it is possible to accommodate the needs of many on special diets. Where this is not possible, students may bring in a packed lunch which may be eaten in designated eating areas with other students.

5.2 Academy staff can give medication to students in accordance with written guidance from parents, guardians or medical personnel. Medication can be refrigerated and stored securely. If anyone feels unwell, he or she can visit the medical centre situated at Student Services and seek assistance. Information on any medical condition should be provided to the School Nurse/First Aider in writing as soon as it is diagnosed so staff can be briefed on any emergency procedures to be followed.

6.0 – Welfare

6.1 The Academy and its antecedent school has a long tradition of inclusion. Our ethos is of accepting and valuing differences. Our policies support this approach and are in the parent/Academy contract and our systems of intervention and pastoral care. Disability is specified within the Academy bullying policy.

6.2 If parents believe that their child has been unfairly treated due to a disability by the Academy they may utilise the published complaints procedure.

7.0 – Awareness of Disabled Access Policy

7.1 The Policy has been prepared by the Assistant Principal (Behaviour and Safety) and endorsed by Governors. Copies are made available to all teaching staff and those involved in the Admissions Process. Parents of existing students have been advised of this policy via the Academy's website and the Academy supplies copies of this policy to all who request it. A copy is available on the Academy website.

7.2 The Inclusion team meet regularly to monitor implementation of this plan and to revise it annually.

7.3 This plan is a mechanism to improve inclusion. Most of the support mechanisms for disabled students and those with additional needs are already in place and physical alterations to the premises will continue. The Academy is not complacent and is actively working to improve its accessibility to disabled students, parents, staff and the public.

7.4 Long Field is always prepared to consider any new issues related to existing or potential members of the Academy community.

8.0 – Long Field Academy endeavours to:

- Improve communication with disabled members of the Academy community/users.
- Liaise with Academic Support staff and Curriculum Directors about the best way to make information available to users.
- Increase levels of awareness amongst staff responsible for information relating to students/staff and their less able-bodied colleagues.
- Ensure the Evacuation Procedure reflects and accommodates the needs of all staff and students.