



# **Accessibility Plan**

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## Access for Disabled Pupils

The following definition of a person with a disability is taken from DSCF Document Accessible Schools: Planning to increase access to schools for disabled pupils

### *Definition of Disability*

“A person has a disability 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”

Excelsior Academy is committed to inclusion. We believe that supporting pupils with Special Educational Needs and pupils with disabilities is the responsibility of all of our staff and pupils. To achieve this we will utilise all available resources including those provided by external support agencies as well as those delivered through the statutory provision of The Local Authority.

We believe that high quality learning and teaching and high levels of personal support for all pupils is the responsibility of all of our staff. To achieve this we are committed to high quality training and support for all staff. This includes training in teaching and supporting pupils with special educational needs and pupils with disabilities.

Our new purpose built Academy building has been designed to ensure that pupils with disabilities have full access to all of our resources, curriculum and support.

Our Academy wide and individual schools’ management structures have been developed to deliver high levels of individual tracking, monitoring and support for all pupils in all aspects of their learning and development, especially pupils with special educational needs and pupils with disabilities

Excelsior Academy will provide all pupils with the best possible learning opportunities and the highest quality support to enable them to maximise their engagement with all that is on offer. The curriculum, pupil support, staff support and training that we will offer will be designed to meet the individual needs of all pupils including pupils with special educational needs and pupils with disabilities.

Our “Schools within a School” concept, curriculum and organisation has been developed to ensure that the individual academic, personal, social, emotional and special educational needs of all pupils are identified and responded to, so that they achieve their potential in all aspects of Academy life.

Our Special Educational Needs Policy details how we will identify, assess support and monitor the progress of all pupils with special educational needs including pupils with disabilities within our Academy wide framework and policies for the Teaching and learning and welfare Support and Development of all pupils.

## Access to The Curriculum

We will plan an Individual Learning and Support Programme for every pupil where their planned learning is matched to an assessment of their needs. This will be formally monitored at least once every two weeks by the pupils named learning Coach/ Mentor. More details are available from the Guidance Document for Learning Coach / mentors and from our Teaching and Learning Policies.

Where a pupil has a disability, an assessment of her/ his needs and any special teaching, learning or support requirements to ensure that s/he has full access to all aspects of academy life (including extra-curricular activities) will be identified and every effort will be made to meet them. We will endeavour to meet the pupil's needs from the Academy's own resources and from any external support available. Our Teaching and Learning Policy identifies that all pupils will benefit from a wide range of teaching and learning opportunities to take account of a wide range of learning styles.

Where appropriate support in producing specialised teaching and learning resources will be secured.

The high percentage of pupils who join Excelsior with extremely low levels of Literacy, English or both means that priority is given to securing a GCSE grade in English at the highest possible level. Pupils of low ability/ require high levels of support have a personalised curriculum designed by their schools' staff, being mindful of the DFE expectation that all pupils achieve at least 8 G grade GCSEs. However some pupils will not be best served by studying 8 subjects

### **Access to The Physical Environment of The Academy**

The "Schools within a School" concept and building design means that all pupils are managed and taught within small schools of 375 pupils. Each school has its own distinctive area of the building and occupies only one level. This minimises all pupils' movement within the learning day as pupils will only leave their school to access the specialist facilities, for example for PE, Music, Drama. Some subjects that were traditionally taught within specialist areas can be taught within the individual schools for example some aspects of Science or art. Where pupils move to specialist areas they will be supervised and The Academy is fitted with lifts. This should minimise any disadvantage for pupils with mobility disabilities.

As part of any planning and induction for a pupil with a disability an assessment will be made of their access to the physical environment of The Academy and every effort will be made to ensure their maximum access.

### **Improving the delivery of written information to disabled pupils**

The Academy serves a diverse community in terms of its multi lingual and multi cultural profile, socio economic profile, academic potential and ability and aspirations

We will communicate with all pupils and their parents and carers through a wide range of media and sources including letters, newsletters, handouts, ICT including - website telephone and texting.

As part of any planning and induction for a pupil with a disability an assessment will be made of their access to information and access for their parents / carers and every effort will be made to ensure their maximum access.

### **Additional considerations**

We also wish to ensure that the Academy and information from the Academy is accessible to our key stakeholders, in particular parents and carers. Documentation will be available in simplified language and larger fonts and different languages on request. Welfare staff are also available to support families with the reading of information sent home.

Reasonable adjustments will be made to support members of the community and parents to attend events hosted by Excelsior Academy. This may include specific seating arrangements.