



Accessibility Plan

Approved by Governors: January 2021

Next review due by: January 2023

Accessibility Planning

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. We are determined to:

- Do all we can to support disabled pupils to access and participate in the curriculum;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide;
- Make all disabled pupils aware of our accessibility plans.

This plan is drawn up based upon both the legal requirements and information and guidelines provided by Unity Schools Partnership and Havering's Accessibility Strategy.

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/advice.page?id=Xn7cPCEpPpg&localofferchannel=0#>

The 3 key aims of our Accessibility Plan:

- Increase the extent to which disabled students can participate in school's curriculum;
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered;
- Improve the delivery of information to disabled students which is readily accessible to students who are not disabled.

At St Edward's Academy, our mission is that all members of our community are supported to live 'Life in all its fullness'. To achieve this, our vision for St Edward's is one of HOPE – we will become the best that we can be through Humanity, Optimism, Perseverance and Excellence and develop so that we can live 'Life in all its Fullness'. St Edward's is founded on Christian values and we exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all:

School name: St Edward's Academy
Policy owner: Unity Schools Partnership
Date: 15/01/2021

Humanity: We are a community of confident and compassionate voices; a community which prepares young people to take their place in the world where we can work together to solve problems, hold restorative conversations and reach resolutions. We are a community that cares for each other and promotes the greater good for each individual and group.

Optimism: We want our children to be happy and to feel positive about themselves, their time at school and their futures. We have a carefully planned PSHE curriculum where children learn about how to look after themselves and others. Pupils learn that they can fully participate in the life of the school and the wider community. We are optimistic that we can all make a difference to improve our own lives and those of others.

Perseverance: All students are trained to develop independence and to develop a 'Growth Mindset'. We know a lot about how young people learn and think and believe in teaching them about self-regulation; self-efficacy and meta-cognition. By understanding ourselves, we learn to empathise with others and celebrate the important contribution of each individual to the whole community.

Excellence All children are stretched and challenged so that they can excel. Spiritual, moral, social and cultural development is woven into the fabric of our curriculum. We use assessment to drive excellence – making sure that we know every child, label no-one and place no ceiling on achievement. This allows for academic achievement at the highest level and the best possible pathways to adult life and the world of work.

A key priority at St Edward's is to ensure that all of our students feel safe, happy and supported in the school environment. This is not a priority of ours alone, but is a national drive, recognised by the DfE and in the Ofsted framework.

We value equity and believe that accessibility at St Edward's should permeate all aspects of school life. Accessibility is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued, of worth and equally able to access all aspects of school life. By promoting the values of St Edward's, students and staff feel empowered to challenge opinions or behaviours which are contrary to equalities legislation and limit access. They know that we are not only concerned with accessibility due to statute; we passionately promote equality and challenge inequality because it is the right thing to do to help all members of our community to live 'Life in all its fullness'.

Our Approach

At St Edward's, we are committed to providing an environment that allows *all* our students equal access to the curriculum. Parity of access is achieved, regardless of any potential barriers that come about due to physical, sensory, social, spiritual, emotional and cultural needs. This ensures fair access to education and benefits, facilities and services provided by us.

We aim for all students to follow the mainstream curriculum for their age and Key Stage. If necessary, adjustments will be made for the best interests of the student, in consultation with the student their parents/carers and with the advice of educational professionals. The curriculum will provide students with skills and knowledge to prepare for adulthood and independent living. The curriculum includes lessons within the school site but also participation in after school clubs and additional schools visits and activities.

Our rooms need to be safe and facilitate mobility and accessibility. Staff will be flexible enough to adapt teaching approaches to enable students with disabilities to learn effectively in their classroom.

All staff have **high expectations** of all students and encourage them to succeed in all aspects of school life. In addition, they will challenge negative attitudes or behaviours which may prevent a student with a disability from accessing the full curriculum offer.

Written information will be made available in various formats for students with disabilities in a reasonable timeframe, for example large print.

Technology and auxiliary aids will be utilised to assist students accessing the curriculum where required, with support and training from specialist teaching within the London Borough of Havering.

Accessibility Plan 2020-21

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

OBJECTIVE	TIMEFRAME
To ensure that Individual Education Plans have been completed on a termly basis for pupils with SEN and disability.	Every term
To ensure all pupils with medical needs have a care plan which enables them to access the curriculum as fully as possible.	On-going
Educational Psychologist available to support vulnerable students and those with SEN and disability, as required.	On-going
Literacy specialist teaching assistant to support students with dyslexia and those with low prior attainment.	On-going
To support students with social, emotional and mental health needs to access the curriculum through our Safeguarding Welfare team.	On-going

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

OBJECTIVE	TIMEFRAME
Install DDA compliant Reception point for wheelchair users.	Compliance check: by April 2021
Install automatic entrance doors with DDA compliant push button exit for wheelchair users.	Compliance check: by April 2021
Improved disabled parking.	For September 2021
Reset any external paths to remove trip hazards.	For September 2021

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

OBJECTIVE	TIMEFRAME
School newsletters are available in a larger font and size if there are parents/carers who are visually impaired.	On-going, as required
The website is written in user-friendly language, with as non-complex vocabulary as we can manage	On-going