



Accessibility Policy and Plan

Approved by Longsands Transitional Management Board (TMB)
8 July 2020

Date of next review: July 2023.

Longsands Academy and Astrea Sixth Form St Neots

Accessibility Policy and Plan

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Longsands Academy and Astrea Sixth Form St Neots

Accessibility Policy and Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the Academy/Sixth Form to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

Our Academy/Sixth Form aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our Academy/Sixth Form is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Academy/Sixth Form supports any available partnerships to develop and implement the plan.

The Academy, Sixth Form and the Trust honour and applaud the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive

Our Academy/Sixth Form's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the Academy/Sixth Form, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated support for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities such as resources with increased font size etc Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Improve transparency of who our key students are in all year groups and closely monitor those who are PP and SEND, creating strategies (initially with Year 11).</p>	<p>PP/SEND to be a standard agenda item in SLT/HoD/ Faculty and Year Team meetings.</p>	<p>SLT in charge of Curriculum and Assessment.</p>	<p>Sept 2022</p>	<p>More frequent, and often structured discourse surrounding key students. -Clear acknowledgement on seating plans to identify key students and which provide evidence that lessons are planned to enable these students to make sufficient progress. - Higher levels of parental engagement used to address concerns and</p>

	<p>Planning includes opportunities to work in group/pairs/collaborative learning as well as whole class.</p>					<p>promote positive outcomes</p> <ul style="list-style-type: none"> - Exam papers enlarged or adapted, as required - Coloured paper and/or overlays - Regular use of radio aids
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Steps taken to reduce background noise for HI students – advice sought from HI Service and Medical TA</p>	<p>To ensure individuals with disabilities can access the academy/Sixth form and move freely to and from one place to another. Ensure signs to facilitate movement around school are clear/obvious.</p>	<p>Implement yellow strips onto stairs to support visually impaired students navigate between floors. Enlarge signs and include, where practical, visual representation of area/topic. Update class signs/directions to be at an appropriate</p>	<p>Site team</p>	<p>Sept 2022</p>	<p>Yellow strips will be visible to support visually impaired individuals access the stairs. Larger/visible signs in place. Students are able to recognise signs and where to go.</p>

			height and font size.			
Improve the delivery of information to students with a disability	<p>Our academy/Sixth form uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Radio aid system • Visual as well as spoken information through whiteboard/projecti on of lessons • Reading aloud • Mind maps/diagrams 	<p>Pictorial or symbolic representations. Ensure questions on internal exam papers are on A4 paper and also on the same page when enlarging documents or coloured paper as needed. Ensure IT supports learning. All staff to give handouts to students with difficulties and info to be read aloud.</p>	Training all staff as required	All staff	Sept 2022	<p>Teaching staff more proactive in building collaboration with support staff Student voice around what works well shared with staff. Students able to access/complete all work including homework more easily. Delivery of information, in an appropriate method for need, is consistent.</p>
Staff recognise and allow for the mental effort/ additional time required by	<p>The school has provided training around process difficulties and how to support HI students in the lesson. Information and strategies have been distributed for all student that states the need to allow 'thinking and processing' time.</p>	<p>To further develop awareness/recognition of the need for additional time.</p>	<p>Staff to check planning/ curriculum content. Staff to check students' understanding at regular intervals.</p>	All staff	Sept 2022	<p>Student voice reflects support given to have 'thinking time'. Students making progress.</p>

<p>some disabled children/ young people e.g. using radio/hearing aids, processing difficulties (including people with autism).</p>	<p>Where necessary, adjustments made for individuals around the use of alternative working space and/or support at times of pressure/anxiety.</p>		<p>Explore additional training opportunities for staff.</p>			
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4. Monitoring arrangements

This document will be reviewed every **three** years but may be reviewed and updated more frequently if necessary, by the Principal or Senior Leadership Team with responsibilities over inclusion. Longsands Transitional Management Board (TMB) will review this policy for approval.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Transgender Policy
- Anti-Bullying Policy
- Careers Education and Guidance (CEIAG) Policy
- Equality Policy and Plan
- Keeping Children Safe in Education Guidance
- SEND Policy
- SENDCo Information Report

Appendix 1 Accessibility Audit

Longsands Accessibility Plan July 2020				
Feature	Description	Action to be taken	Person responsible	Review by
Number of storeys	1-across the main building (A,B,C,G and J blocks),2 (N block), 3 (E,F,D,H blocks and Sixth Form	N/A	Site	September 2022
Corridor access	Good-all corridors well lit and not overcrowded with sensory stimulus. Walls painted in light colours.	N/A	Site	September 2022
Lifts	1 in N block, 1 in Sixth Form	N/A	Site	September 2022
Parking bays	1 at back entrance of school (by 6 doors) 1 at front accessible via the service road	N/A	Site	September 2022
Entrances	3 double doors at back of main building, accessible by ramp. Double entrance large single door at main reception, accessible via the service road to the left and pathway to the right. All other doors and areas are accessible by ramp except J block	N/A	Site	September 2022
Toilets	4- 1 in B block equipped with hoist and toilet seat, 3 in N block, one equipped with hoist and toilet seat.	N/A	Site	September 2022
Reception area	Wide purpose area with seating. Wide double door to allow entrance	N/A	Site	September 2022
Internal signage	All areas clearly indicated and lit, visible on the corridors.	N/A	Site	September 2022
Emergency escape routes	Evac Matress and fire proof lift in N block. Maps of school with clearly indicated escape routes present around the school	N/A	Site	September 2022
Adjustable tables	6 in different curriculum areas (Business, Science,E block lunch area and club area)	N/A	Site	September 2022