



# South Lakes Academy Accessibility Policy and Plan 2021-2022

Approved by	
Name:	Tunde Christie
Position:	Head teacher
Signed:	<i>Tunde Christie</i>
Date:	<b>Sept 2021</b>
Proposed review date:	<b>Sept 2022</b>

This plan, along with any other policy documents will be available upon request to any interested parties, and will can be made available in large print, paper, or email, should it be required in any other format, a request will be made to South Lakes Academy who will endeavour to provide it in an acceptable format.

## Introduction

South Lakes Academy is committed to providing a safe and supportive learning environment with opportunities for each student to develop the skills and knowledge to become a responsible and successful citizen.

South Lakes Academy occupies large offices on the ground and first floors of a shared office building in the centre of Kendal. Access to the building is via a stone cobbled alley way adjacent to a large car park, once in the building, access to South Lakes Academy is up one flight of stairs equipped with handrails for support. The classroom itself, is large and spacious, however, has a step running across the middle of the room. We have an office downstairs too, whilst this is not as spacious as the main teaching area, it means that we can use the downstairs area as and when a student with mobility issues requires it. However, the downstairs classroom is not currently wheelchair accessible. The downstairs classroom has access to a disabled toilet, suitable for all students to use, medical area, washing facilities and general social area for students.

South Lakes Academy provides education and support for young people with varying Special Educational Needs (SEN). We also provide a tutoring service for children, young people and adults in a variety of subjects for a variety of requirements.

## Objective

South Lakes Academy aims to provide a curriculum that is differentiated to meet the individual needs and abilities of our students. This plan aims to ensure that South Lakes Academy is providing a rich and inclusive environment that enables all students to participate fully in the school community by identifying current and future barriers and to find way, so far as reasonably possible, to prevent and eliminate these barriers.

## Scope of the Policy

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under part 4 of the DDA:

- a) Not to treat disabled pupils less favourably for a reason related to their disability;
- b) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- c) To plan to increase access to education for disabled pupils.

South Lakes Academy recognises the following responsibilities for underpinning these duties:

- To treat all students equally
- Not to discriminate against disabled students in their admission and exclusions, and provision of education
- To take reasonable steps to avoid disadvantaging disabled students
- To publish and review the Accessibility Plan using a self audit
- Promote positive attitudes and support equal opportunities for people with disabilities
- Encourage participation

South Lakes Academy adheres by the following principles which underpin all activities within the school:

- All South Lakes Academy staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002) when performing any duties
- All South Lakes Academy policies will comply with the requirements for the Equality Act (2010)
- All children, young people and adults using South Lakes Academy are individuals and as such are entitled to the best education they can receive regardless of ability or disability
- South Lakes Academy provides all students with a curriculum that is tailor made to meet their individual learning requirements and needs
- South Lakes Academy recognises and values parents' and carers knowledge of the young persons' disability and its effect on their ability to carry out activities
- South Lakes Academy recognises the right to confidentiality for all service users and their families/carers

This plan sets out the proposals of South Lakes Academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. **Access to the curriculum** - Increasing the extent to which disabled pupils can participate in the school curriculum;
2. **Access to the physical environment** - Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. **Access to information** - Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

### 1) Access to the Curriculum

- South Lakes Academy assess the provision of curriculum to students on a regular basis, and uses this information to better tailor the curriculum to individual student requirements
- Barriers to participation in South Lakes Academy is a priority and adjustments will be made, where necessary, to the curriculum and teaching methods
- A challenging curriculum will be created with suitable targets are set and achievements can be assessed
- South Lakes Academy will identify staff development needs to improve their ability to meet the needs of students
- South Lakes Academy work closely with external agencies, such as, child services, other schools, and other health professionals, and will seek and follow advice from them

### 2) Access to the Physical Environment

As previously mentioned, South Lakes Academy is located within a shared office building and rents an office off the building owners. As such, much of the structural and access issues are beyond the control of South Lakes Academy. Despite this, in so far as reasonably possible the following points apply:

- South Lakes Academy will audit existing facilities and consider ways of making the physical environment more accessible to people with disabilities – this is routinely checked
- We have the downstairs office for additional classroom space and can now accommodate students with mobility issues.
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Examine ways of providing and utilising various teaching and learning resources so support and enhance learning
- South Lakes Academy work closely with external agencies, such as, child services, other schools, and other health professionals, and will seek and follow advice from them
- As South Lakes Academy shares the building with other agencies, other plans and procedures have been implemented to ensure that the occupiers of the other offices do not have any contact with the students. We have separate entrances for South Lakes academy and the other tenants. As the other tenants are located on the 2<sup>nd</sup> floor they have emergency access through a door which leads to South Lakes Academies part of the building. To ensure Child protection, we have installed alarms that sound if the joining door is opened. Upon hearing the alarm, a member of staff must go and challenge whoever has caused the alarm to ring. There is a similar alarm system for the downstairs rooms too this alerts staff in the main teaching room that someone has entered the building, again the staff member should always challenge any unexpected visitors. We have recently installed an intercom system for the downstairs door. Access is granted via a member of staff releasing the electronic lock using the switch in the office.

### 3) Access to Information

South Lakes Academy staff should have prior knowledge of any difficulties a person has regarding accessing information. This will quite often be divulged during the registration process of the young person or adult prior to them joining the academy. This will enable the management to ascertain how best to help the person in question and to ensure that necessary procedures are in place ready for the young person or adult starting at South Lakes Academy. If, at any time a person develops issues regarding accessing information, then again, South Lakes Academy management will liaise with parents, carers, and support staff to decide how best to support and help that person.

## Self-Audit – Accessibility

Section 1 – How does your school deliver the curriculum?	Yes/No	Details
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		
Are your classrooms optimally organised for disabled pupils?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

Notes \_\_\_\_\_

---



---



---



---



---



---



---



---



---



---



Section 3 – How does your school deliver materials in other formats?	Yes/no	details
Do you provide information in simple language, symbol, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

Notes \_\_\_\_\_

---



---



---



---



---



---



---



---



---



---