



Thinking Schools Academy Trust

“Transforming Life Chances”

Accessibility Plan

Goodwin Academy



This policy was adopted in	November 2016
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The policy is to be reviewed	December 2017
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1. Starting points

1A: The purpose and direction of the Academy's plan: vision and values

In accordance with our values, we will respect the equal human rights of all students here and educate them about equalities issues. We will also respect the equal rights of our staff and other members of the Academy community. In order to do this, we will comply with relevant legislation and implement Academy plans in relation to disability equality.

As an Academy with Specialist Resourced Provision and with a highly-active SEND department, we embrace the richness that inclusion brings. We value all students as individuals within our Academy community. We aim to provide a learning environment that encourages the highest possible personal attainment and achievement. We encourage all individuals to have the highest expectations and aspirations and provide outstanding care and support to realise these on behalf of our students. We aim to develop commitment, co-operation and loyalty to the values of the Academy and to other people. We encourage all individuals to respect the environment and other people, both here and within the wider community.

1B: Information from student data and Academy audit

Information from a number of sources will be analysed to ensure that we are putting policies, practice and procedures into place effectively so that they have a positive impact on the achievement and attainment of students with disability needs.

These sources will include internal and external quantitative data e.g. test and exam results, CATs, 4Matrix, NASEN and RAISEonline. They will include qualitative information e.g. through seeking student, staff and parent views and through the extent of participation and effectiveness of contributions made to and by the members of our community.

The various groups which have an input on design, implementation and monitoring of the plan will report to SLT and their findings are then reported to governors. These groups include students, parents, carers and staff with disability needs, and their input is gained via SEND meetings, Parent Forums and Review meetings, including periodical questionnaires that have been designed by parents.

1C: Views of those consulted during the development of the plan

As part of the previous Disability Equality Action Plan, views were sought from students with disability needs and those of parents / carers, some of whom also have disability needs. The views of staff were also included and those of the governors. The make-up of the Academy population has changed since the initial specific Action Plan was formulated but the same spirit has been applied in drafting the new Single Equality Plan, although its emphasis has changed in terms of disability needs to encompass the broader, more current definition of SEND including many forms of disability that present as "... a physical or mental impairment which has a long term and substantial adverse effect on (their) ability to carry out normal day to day activities.'

2. The main priorities in the Academy's plan

2A: Increasing the extent to which disabled students can participate in the curriculum

Views on areas of the curriculum which may prove difficult e.g. sport and sex education, are to be a focus for input from students, parents and carers, staff and governors.

Performing Arts, PE, Science, Art and Technology have always sought ways to involve, promote and include students with any kind of need that may become a barrier to participation. For example, in Performing Arts and in year group assemblies, students have learned about, discussed and performed works by the Candoco company and 'Inside I'm Dancing'. Such inspirational examples are used whenever possible to promote and to celebrate inclusive practice.

Parents and carers will be asked for specific advice on effective ways to ensure that students are able to take advantage of Academy trips to the fullest extent.

There are student profiles available for all students on the SEND register (and also information for anyone with an AEN) and staff must demonstrate that they are planning to meet student needs within their Class Data Files. The SENCo works with departments on subject-specific strategies designed to improve communication in the classroom, when working with students on the autistic spectrum, for example.

Materials specifically aimed at preventing disabled-related bullying are used when mentors are trained and at work within the Academy community. Year 10 Health and Social Care students act as hosts to adult visitors with learning difficulties in the last week of the year at the Academy pantomime, which is performed to great acclaim by our sixth form Performing Arts students.

The programme of CPD on specific disability needs, as appropriate to our students, will continue with students from the working group helping to raise awareness if appropriate and if they wish to do so. Our children recognise what a powerful tool this is – to have a group of their teachers in front of them and to be able to say what works and what does not, and to give a personal viewpoint on why this is so.

Examination access arrangements are guided by the Joint Council for Qualifications guidance, which is updated annually. This is mentioned in the SEND policy and details are given in a specific Disability policy for examination and assessment access arrangements. However, the guiding principles (from the JCQ overview) are as follows:

Access Arrangements, Reasonable Adjustments and Special Consideration

Access Arrangements

Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres; others require prior JCQCIC awarding body approval.

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

Reasonable Adjustments

The Equality Act 2010 requires an Awarding Body to make reasonable adjustments where a disabled person would be at a substantial disadvantage in undertaking an assessment.

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

There is no duty on the Awarding Bodies to make any adjustment to the assessment objectives being tested in an assessment.

Special Consideration

Special Consideration is a post examination adjustment to a candidate's mark or grade to reflect temporary injury, illness or other indisposition at the time of the examination/assessment.

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

2B: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:

This is already in place for students with disability needs that make it a necessity. The SEND department and SRP will ensure that new staff joining the Academy are aware of procedures and that other means of communication e.g. social stories and visual cues are used whenever possible.

2C: Ensuring that parents, carers and other visitors to the Academy have their disability needs met effectively:

Being aware of needs and finding the best way to deal with those needs through consultation and review of provision, e.g. for visitors with hearing impairments.

3A: Management, coordination and implementation

The governors are responsible for:

- making sure the Academy complies with the relevant equality legislation;
- making sure the Academy Equality Scheme and its procedures are followed;
- meeting the reporting requirements.

The Principal is responsible for:

- making sure the Academy Equality Scheme and its procedures are followed;
- that the governors, staff, students, and their parents and carers know about them;
- producing regular information for staff and governors about the plans and how they are working;
- making sure all staff know their responsibilities and receive training and support in carrying these out;
- taking appropriate action in cases of harassment and discrimination, including racist bullying, homophobic bullying and bullying related to gender or disability.

Both governors and Principal are responsible for regular monitoring and review of these policies as legally required.

All staff are responsible for:

- dealing with racist, homophobic and other hate-incidents;
- being able to recognise and tackle bias and stereotyping; promoting equal opportunities and good race relations;
- avoiding discrimination against anyone for reasons of ethnicity, disability or gender;
- keeping up to date with the law on discrimination; taking up training and learning opportunities and dealing with reports of hate-incidents.

Visitors and contractors are responsible for knowing, and following, our Equality Scheme.

The review of the scheme will inform its revision: how the Academy sets new priorities and new action plans for the next scheme. This process will again:

- involve students, staff and parents with disability needs; and
- be based on information that the Academy has gathered.