



THE
DE LA SALLE
ACADEMY

Accessibility Plan 2018 -2021

Member of staff
Responsible: SENCo
Review cycle: Every three years
Reviewer: Principal
Last reviewed: 2018
Next Review date: 2021

The De La Salle Academy: Accessibility Plan 2018 -21

Introduction

The De La Salle Academy is committed to following the teachings of St. John Baptist De La Salle, the patron saint of teachers, by delivering a high quality Christian education, based on gospel values, to all our students. In the best traditions of a De La Salle school we believe in being inclusive and we will work hard to meet the needs of each individual student.

St. John Baptist De La Salle instructed his teachers as follows:

"Take even more care of the children entrusted to you than if they were the children of a king"

Mission Statement:

Our mission is to ensure that we create a safe environment for every boy in order to allow them to express themselves as individuals and open their minds to the opportunities available to them in the world.

Legislative Context

This accessibility plan is compliant with the Equalities Act (2010) which with the Disability Discrimination Act (DDA 1995) defines disability as:

'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.'

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

All of the policies and procedures of the academy are firmly set in the context of Our Vision, Values and Mission.

This plan should also be seen in relation to the following academy documents:

Equality Principles and Objectives

SEND Policy

SEND Report

Supporting Pupils with Medical Conditions Policy and Procedures.

Objective: to reduce and where possible eliminate barriers to accessing the curriculum to full participation in the school community for

students/prospective students with a disability.

The key objectives of this plan are:

- That no student is treated less favourably due to their special needs or disability
- That reasonable adjustments will be made in matters of admissions and education
- That where practical make reasonable adjustments for students/prospective students with a disability so they are not at a disadvantage
- To make the school more accessible for disabled students and staff
- To have high expectations of all students

This plan cover three key areas:

Access to the curriculum: increasing the extent to which disable pupils can access and participate in the academy's curriculum.

Access to the school environment: improving the physical environment of the academy for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities and associated services provided or offered by the academy.

Access to Information: improving the delivery, to disabled pupils, of information which is readily available to pupils who are not disabled.

Review and Evaluation

This plan is valid for three years form 2018-2021. A new plan will be drawn up on its expiry. The plan is reviewed annually by the academy's leadership team. It may be adjusted at annual review or at any other time as appropriate.

Improving Access to the Curriculum

Targets	Actions	Milestones	Responsibility	Outcomes
To develop courses appropriate for learners	Build relationships/communication with external providers	Ongoing throughout Academic year	SENCo SLT Support Careers Co-ordinator	Engaging and appropriate course that present opportunities to acquire new skills/learning
Raise profile of QFT Teaching amongst staff across the curriculum	Plan CPD sessions to meet needs of staff	First session: November 18 Ongoing throughout academic year	SENCo SLT Support	Raised awareness in QFT strategies leading to targeted planning for pupil engagement
Improve literacy and Numeracy of students below ARE	Identify students in need of additional and appropriate intervention to be put in place	Ongoing throughout academic year	SENCo Literacy and Numeracy Catch Up Co-ordinators	Improved Literacy and Numeracy skills across the curriculum Pupil progress closer to ARE
Facilitate training for TAs for specific disabilities: eg, Dyslexia	TA needs identified to inform training	January 2019 'Dyslexia Support'	SENCo	TA skills and knowledge increased in specific disabilities
Ensure staff are aware of disabled students needs to enable access to full curriculum	Dissemination of student information via Profiles, ks2, intervention, staff feedback and the sharing of information	Regular meeting with HoF and Pastoral Leads.	SENCo SLT Support	All staff will be aware of student's individual needs ensuring learning is accessible to all
Facilitate training for teaching staff around specific disabilities: ASD, ADHD.	Staff needs audit to inform training/CPD sessions. External Providers to be contacted.	First Training date: October 2018 ASD CPD every term	SENCo	Increased skills and knowledge of disabilities to inform QFT strategies Removal from lessons is reduced

Improving the School Environment

Targets	Actions	Milestones	Responsibility	Outcomes
Maintain existing access to high standard to ensure safety of staff and students	Continued monitoring of existing access routes. Reflector strips on stairs. (Dependent on budget)	July 2019	Site manager and staff Head	Physical accessibility of academy increased
Improve signage to indicate access routes and openings around the academy	Identification of direction on doors and glass doors to be clearly marked	January 2019	Site staff Head	Clear signage around the academy improving accessibility and ensuring safety
Needs of disabled parents/carers/visitors are considered when planning events	To ensure that disabled parents/carers/visitors are included in the life of the school	Evaluation of each event and what is needed to be completed for each school event.	Event organiser SENCo	All parents/carers/visitors Are able to access public areas and play full part in school life
Improve the quality of provision for students with emotional needs	Increase the number of tranquil places within school.	April 2019	SENCo Head	Designate 'safe' place for pupils with emotional needs

Access to Information

Targets	Actions	Milestones	Responsibility	Outcomes
To make all written documentation to parents and students available in different formats as required	Review methods of documentation in different formats. Plan how to implement findings. Designated place where information will be accessible from	September 2018 Reviewed termly	SLT Head Teacher IT Manager	Increased range of accessible documentation
Ensure website is easily accessible	Review academy website regularly to ensure standards of accessibility are met for staff, students and parents	Review at the end of each term: December, March and July of 2018 -19, 2019-20, 2020-21	IT Manager Heads of Faculty	Improved and up to date information on website with links to external agencies/services