



Accessibility Plan – September 2021

Date of review: June 2024

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for pupils and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to pupils and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability 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’

This definition provides a relatively low threshold and includes more pupils than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled pupils and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people;
- They must not discriminate for a reason arising in consequence of a child or young person’s disability;
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers;
- This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage;

- Schools are allowed to treat disabled pupils / young people more favourably than non-disabled pupils / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school can offer;
- Public bodies, including academies, are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled pupils and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils being treated less favourably than others, the facilities provided to assist access of disabled pupils, and their accessibility plans.

An accessibility plan is a plan for, over a prescribed period

- increasing the extent to which disabled pupils / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled pupils / young people—
 - within a reasonable time, and
 - in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 - of information which is provided in writing for pupils / young people who are not disabled. An accessibility plan must be in writing.

During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.

It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002.

Academy Context

Astrea Academy Woodfields is a mainstream secondary academy providing education for 11-18 year olds. The school comprises of a number of buildings on one site. The buildings cover a large site and some are of more than one storey construction.

As of September 2021, the academy has 765 pupils on roll.

As part of accessibility planning, we will;

- Continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for pupils / young people so that we can improve the access for both individuals and groups;
- Work to provide an atmosphere where all pupils / young people feel safe and valued;
- Promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability;
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Access to this plan:

This plan will be made available on the school website and upon request to anyone that requests it. If you require a copy of this plan, or any other policy, in a different format, please contact the school.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality Policy
- Inclusion Policy
- SEND Information Report.
- Behaviour Policy
- Safeguarding Policy

The academy's complaints procedure covers the Accessibility Plan.