



**A C A D E M I E S**

# Disability Statement Accessibility Plan

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# Q3 Academies Trust

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## **1. Our Vision**

The SEND code of practice (2015) extended the Disability Discrimination Act (2005) (DDA) to cover education. The Governing Body has three key duties towards disabled students, under Part 4 of the DDA:

1. Not to treat disabled students less favourably for a reason related to their disability
2. To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled students

This plan sets out the proposals of the Governing Bodies of Q3 Academies Trust to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled students can participate in the curriculum;
2. Refining the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services;
3. Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

The DDA (2005) builds on existing responsibilities to ensure students, parents, carers and staff are consulted by the Academy to ensure people with a disability do not experience discrimination. Barriers to inclusion will be identified by the Academy and reasonable adjustments made to provide equality of opportunity for all. We will promote disability equality and the Disability Equality Scheme is attached at the end of this Plan.

### **1.1 Aims**

- ✓ The Trust and its employees are committed to offering a high-quality education to all children in the community in line with the requirements of the SEND code of practice 2015 and the 2005 DDA. We will consult with the community to identify barriers to inclusion and establish a Disability Equalities Scheme to improve outcomes for disabled people;
- ✓ The Trust promotes inclusion and will take all reasonable steps to ensure that children with a disability or special educational need are not discriminated against or treated less favourably than other students. We will work in partnership with families and other agencies in the best interest of the student to maximise educational opportunity;
- ✓ We are committed to continuing staff training to enable them to be effective in the education of students with disabilities and/or special educational needs;
- ✓ We will prioritise sufficient resources to support the actions identified in this plan.

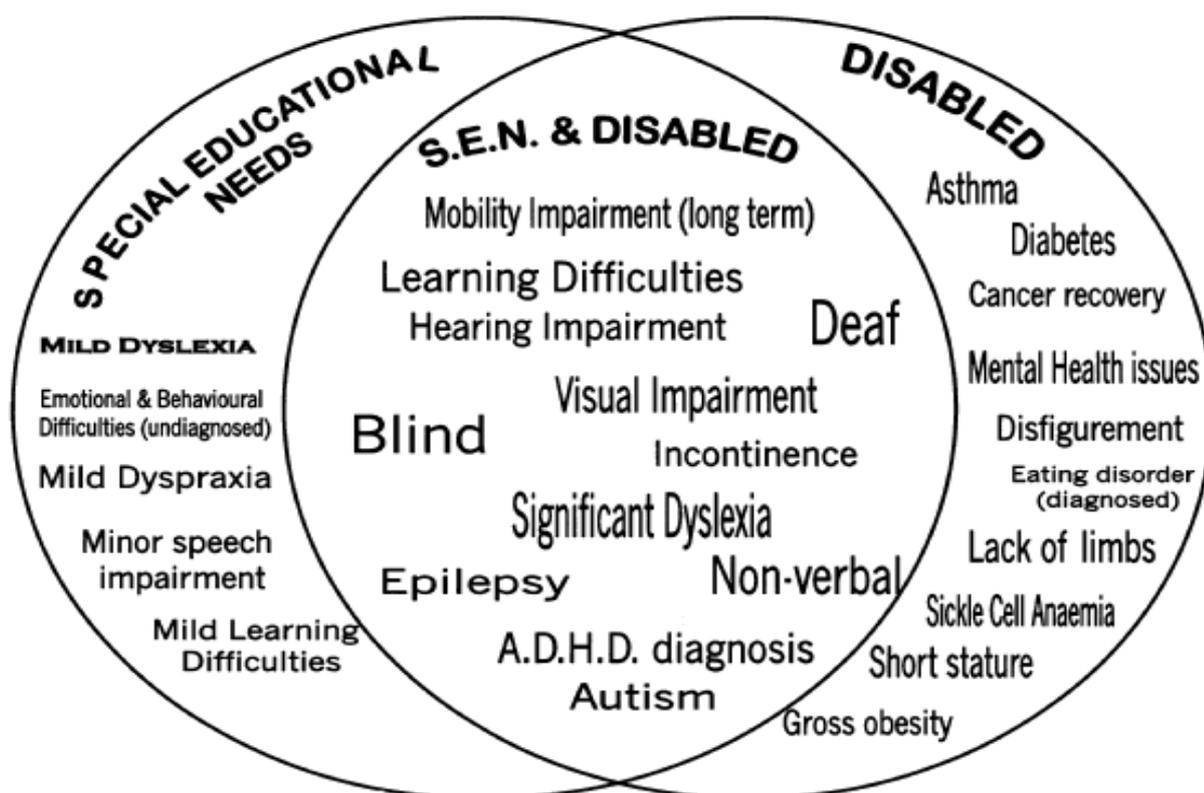
## 2. What do we mean by 'Disability'?

The DDA (2005) defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'

This definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and includes children with a learning disability; sensory impairment; severe dyslexia; diabetes; epilepsy; incontinent students; and students with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as Attention Deficit Hyperactivity Disorder or Tourette's syndrome.

This diagram shows the overlap between 'special educational needs' and 'disability'.



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It is important that staff are aware that, although a student, parent, carer or staff member may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole Academy approach to inclusion is the most effective way of meeting the needs of all students.

### **3. Access to the Curriculum**

Through planning for the needs of our students, we aim to provide an inclusive Academy as much as physically possible. Physical Education can present itself as a challenge to some students with physical disabilities as can other subjects within the curriculum. However, throughout The Trust we will make reasonable adjustments so that all students are able to participate and be as inclusive as possible. We will seek advice from specialists to ensure we make adequate adjustments for our students who require them.

In addition:

- ✓ The Trust will ensure all new staff are trained in responsibilities within both the DD (2005) and the SENCo (2015);
- ✓ Regular 'refresher training' will be provided by SLT; The SENCo; The Inclusion Team to strengthen the knowledge amongst Learning Consultants on approaches to teaching students with SEN or disabilities;
- ✓ The SENCo's advice will be sought and discussed with parents or carers prior to a student with SEN or a disability attending an Educational Visit and pre-visits will be carried out to risk- assess the venue where required;
- ✓ The curriculum will be regularly reviewed to identify any barriers which can be eradicated through adapted planning;
- ✓ The Trust uses established Provision Mapping technology to ensure the provision in place meets the needs of students with SEN and/or disabilities;
- ✓ Students are taught about disabilities within Inspire lessons and examples of disabilities are used within the curriculum for various other subjects;
- ✓ This policy will be monitored through feedback from parents; students; staff as well as regular Governor's reports and individual Academy audits.

### **4. Accessibility of Information**

Access to information is provided in a variety of forms necessary to allow all disabled students the opportunity to express their views and hear the views of others. Various formats are available for the ease of students; parents; staff as needed.

In addition:

- ✓ Teaching materials; text books and resources will be monitored to measure the accessibility and identify areas for development. All new purchases will be reviewed for accessibility;
- ✓ Learning Support staff will work closely with Learning Consultants to develop resources in various formats to improve the accessibility to all SEN and disabled students;
- ✓ Academies within the trust will present good practice and share accessible resources with each other as well as liaising with other schools within Sandwell;
- ✓ The SENCo will ensure the SEN budget is being used to meet the identified needs of students with SEN and/or disability;
- ✓ This policy will be monitored through feedback from parents; students; staff as well as regular Governor's reports and individual Academy audits.

## **5. Physical Accessibility:**

### **Q3 Academy Great Barr:**

There are no areas within the Academy disabled students have limited or no access to. All students regardless of need are able to take part in extra-curricular activities and wellbeing activities although some reasonable adjustments may be needed. The Academy is a three-story building with an additional building (Grace Payne Centre) which is used primarily for Post-16 students and Cadets. All entries to the Academy are flat with wide doors- fully accessible to wheelchair users. The Academy has dedicated visitor parking with spaces specifically reserved for those with a disability. Two lifts are available on each floor as well as two toilets for the disabled with a handrail and emergency pull cord. The Academy has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place where necessary. There is a Parent Meeting Room just off Reception which is easily accessible to all visitors. To support students with visual impairments the Academy has anti-glare film on appropriate windows and contrasting edged steps.

Lift keys are provided to those students who require a lift to move between floors within the Academy. Advice is taken from Physio and Occupational Therapists to support students with physical disabilities with physio therapy and exercises- there is a spacious; private room available for this to take place with Learning Support Assistants.

### **Q3 Academy Langley:**

Disabled students have access to all areas within and around the academy. Reasonable adjustments are made for parts of the curriculum such as PE, therefore meaning all our students are able to participate. Q3 Langley currently has two buildings, main building and Pavilion, one of which is a multi-storey building and the other is one level across the grounds. Landscaping work was due to continue through summer 2018 to continue expansion of Q3 Academy, but at our request we have asked this to be delayed as the plans did not match the needs of all students, therefore meaning access to all parts of the grounds would have been difficult. After ensuring landscaping plans are suitable for all, work will then continue.

All entries to parts of the Academy have wide doors with flat surface floors allowing access for wheelchairs. Located in the main building are two disabled toilets with handrails and an emergency pull cord. Within the Pavilion there is one disabled toilet. A lift for those students who require movement between floors is situated within the main building, lift keys would be provided in these situations. Consultations with occupational therapists will be used as guidance on how to support students with any physical disabilities. Where physio is required for a student, there are private spacious rooms available to carry this out with support from Learning Support Assistants.

Around the academy, there are clear signs to show where exit routes are in the cases of an emergency. Personalised evacuation plans are put in place where required for students. There is also a parent meeting room opposite the reception which is accessible for all to enter/exit.

### **Q3 Academy Tipton:**

There are no areas within the Academy where disabled students have limited or no access to. All students, regardless of need are able to take part in extra-curricular activities and PE, although some reasonable adjustments may be needed. The Academy has two blocks: the Key Stage 3 block is single storey and has ramps to enter and exit external doorways, as well as a lift to access the canteen and the Key Stage 4 block has two storeys in two different areas. Again, lifts are available to move between floors. The Academy has dedicated visitor parking with spaces specifically reserved for those with a disability.

Each block has a toilet for the disabled with a handrail and emergency pull cord, including next to Reception. The Academy has internal emergency signage and escape routes are clearly marked. Personalised emergency evacuation plans are put into place, where necessary. There is a meeting room next to Reception, which is easily accessible to all visitors. To support students with visual impairments the Academy has contrasting edged steps across the site.

Lift keys are provided to those students who require a lift to move between floors within the Academy. Advice is taken from Paediatric Physiotherapy and Paediatric Occupational Therapy to support students with physical disabilities. This can include with physiotherapy programmes. Where this is required, there is a spacious intervention room available these programmes to take place with Learning Support Assistants.

This policy has been written in compliance with The Equality Act (2010) (paragraph 3, Schedule 10).

The Governing Body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout The Trust.