

Accessibility Policy.

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Introduction

Under the Equality Act 2010: Schedule 10, and Disability Discrimination Regulations 2005, Myles Academy is committed to increasing access to education for disabled children. In keeping with this, Myles Academy's Access Plan aims to cover three aspects of access for disabled children:

- Increased access to the curriculum for disabled children
- Improvements to the physical environment of the School to increase access to education and associated services at the School
- Improvements in the provision to disabled children of information that is provided in writing to children who are not disabled

A disability is defined as where a medical condition lasting longer than twelve months impacts on a child's behaviour and ability to learn. Such conditions may be physical ones affecting mobility, manual dexterity, continence, ability to lift, hearing, eyesight, and risk

perception; or there may be mental impairment resulting in learning difficulties. Although it is impracticable at present to accommodate children with serious physical disabilities, all reasonable adaptations will be made wherever possible.

Myles Academy is committed to the promotion of inclusive education and this gives priority to identifying and removing barriers to learning. Myles Academy believes that promoting inclusive education involves identifying and removing barriers to the attendance, participation and achievement of all young people.

Overview

This Accessibility Plan sets out our intentions towards achieving an inclusive environment. It is intended that short term targets will be achieved from publication over the first academic year, medium term targets achieved by the second academic year and long-term targets achieved by the end of the third academic year.

Myles Academy is an independent special school primarily for learners with an Education Health Care Plan identifying needs MLD, SLD and ASD. It is a three-story building with a lift.

Myles Academy is committed to providing a high-quality educational experience for all its learners and by adopting a flexible approach to curriculum delivery and the learning setting. We aim to create an inclusive school environment. The school environment provides learners with the opportunity to access a range of curriculum opportunities and the flexibility of approach will ensure we meet the needs of every individual.

Summary of Current Provision for Young Persons with Disabilities:

- Transport is provided to and from school including an escort when appropriate to support and guide the pupils.
- Staff meet pupils from the taxis at the beginning of the day and escort them to the taxis at the end of the day.
- Key workers meet the pupils at the beginning of the day and prepare them for any changes that might have taken place due to staff absence etc.
- Wherever possible the same Teaching Assistant will remain with the group throughout the day in order to provide appropriate support.
- Class sizes aim to be a maximum of 6 pupils so as to ensure each pupil can access a differentiated curriculum.
- One to one intervention work is encouraged with Key workers, Speech & Language therapists, Occupational Therapists and Educational Psychologists.
- Withdrawal rooms and quiet work rooms are available to the students to access whenever they need to.

- Variety of daily experiences available to all pupils.
- All staff complete Autism specific training.
- Classrooms are designed to be multi-functional learning spaces that can adapt to needs of students, staff, families and the wider community.
- Each learner has an individual learning plan that reflects their specific needs, and this is then implemented by a flexible approach for delivery both in the School and in the community.

For pupils with a variety of anxiety related disorders and other mental health issues or conditions such as Autism Spectrum Disorders, there are particular aspects of school environments, curriculum, teaching and learning approaches and approaches to managing behaviour that can themselves be disabling to pupils with these needs.

At Myles Academy, we recognise that these disabling features of schools themselves may have contributed significantly to the difficulties in accessing mainstream education our students have experienced.

We aim to remove these potential disabling features as far as possible for our students. We recognise that our students may not yet have received a particular diagnosis, though they are undergoing referral processes to that end, and so aim to structure our learning environments, approaches to supporting positive behaviour, teaching and learning approaches, curriculum and communication to meet the needs of learners with a variety of mental health, anxiety and ASD needs.

We aim to achieve this by:

- Presenting information such as timetables, work schedules, lesson objectives and work visually, in easily accessible formats
- Incorporating training round the above conditions and strategies for minimising the impact of these conditions on learning
- Embedding these principles in our rationale for our behaviour policy and practices

We monitor the effectiveness of these approaches through:

- Learning walks
- Lesson observations
- Engagement and task completion data
- Progression and attainment data

The Accessibility Plan contains relevant and timely actions to:

- Maintain access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and

the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe, for example possibly increasing the number of both static and mobile hoisting equipment if the need arises.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Myles Academy Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Accessibility Plan

| <u>Time Scale</u> | <u>Targets</u> | <u>Outcome</u> | <u>By when</u> | <u>By whom</u> |
|------------------------|--|---|--------------------------------|--------------------------------|
| Short Term/ Ongoing | Improve pupil access to mental health support in school. | Pastoral Intervention programme to be implemented. | April 2021 | Head Teacher |
| Short Term/ Ongoing | Assess and maintain access to the building for those with disabilities | There is convenient and appropriate access to the building for learners, staff and/or visitors with disabilities. | Ongoing. Reviewed annually. | Head Teacher / Site manager |

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| Short Term | Improve outdoor space to allow for activities to take place on school site. | Outdoor space being built using part of the carpark Feb 2021. | April 2021 | Site Manager |
| Short Term/ Ongoing | Accessible Toilet To be maintained to high hygiene standards | Cleaning programme in place. | Ongoing. Reviewed as appropriate. | Head Teacher |
| Short Term/ Ongoing | Communication signage is clear and appropriate | Important information is clearly communicated to all visitors, all visitors feel welcome, all visitors are given written information on arrival. | Complete. Reviewed as systems change. | Head Teacher |
| Short Term/ Ongoing | There is a safe and secure outdoor space accessible to all | All learners have access to an outdoor space for relaxation/ time out. | Complete. | Head Teacher |
| <u>Time Scale</u> | <u>Targets</u> | <u>Outcome</u> | <u>By when</u> | <u>By whom</u> |

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|------------------------|--|---|--|--------------|
| Short Term/ Ongoing | Ensure there are clearly marked disabled parking areas. | Whilst at present there is only two marked disabled parking space, there are always spaces directly outside the school entrance which are kept available. | Complete. Reviewed annually to ensure markings are clear. | Head Teacher |
| Short Term/ Ongoing | Teaching spaces are flexible and able to adapt to learner need on a day-to-day basis | There are a number of flexible and versatile teaching spaces which can be adapted on a day-to-day basis. However, there are several specialist rooms which are housed on the upper floor with no access, an alternate space can be provided on the lower floor however as equipment is portable | Complete. Reviewed annually. | Head Teacher |
| Short Term/ Ongoing | Ensure there are appropriate evacuation procedures and written plans in place | Effective procedures in place and practice evacuations run successfully. PEEPs are in place for staff or students that require them. | Complete. Reviewed as appropriate. | Head Teacher |

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| Short Term/ Ongoing | K e e p corridors and d o o r w a y s clear from obstructions. | Staff and pupils are made aware to not ever put obstructions in doorways or corridors. | Ongoing. Reviewed as appropriate. | Head Teacher |
| Short Term/ Ongoing | Differentiatio n in Teaching | SLT to monitor quality of differentiation and marking through learning walks and book observations. | Ongoing. Reviewed as appropriate. | SLT |
| <u>Time Scale</u> | <u>Targets</u> | <u>Outcome</u> | <u>By when</u> | <u>By whom</u> |
| Short Term/ Ongoing | I d e n t i f y interventions needed for each pupil. | Use baseline assessments to identify targeted interventions. Audit interventions and their success/impact on progress. | Ongoing. Reviewed as appropriate. | SLT |
| Short and Medium term | Classrooms a n d curriculum activities are organised to promote the participation a n d independence of all pupils | SLT to scrutinise medium term planning to ensure that lessons are planned to meet the needs of all pupils in the class. | Ongoing. Reviewed as appropriate. | SLT |

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| Medium | Staff training in supporting pupils with a focus on key areas of need within the school: currently the whole school target is to improve knowledge and understanding of issues relating to pupils with dyslexia. | Deputy Head to deliver whole school staff training (2hrs) on understanding dyslexia. Following this identify gaps in knowledge and secure further training from an appropriate body | January 2022 | Deputy Head |
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