



Montsaye Academy
The best in everyone™
Part of United Learning

Accessibility Policy

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Applicable to	School, students and staff
Ratified by	LGB
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Montsaye Academy
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Respect ■ Honesty ■ Compassion

Accessibility Policy

Montsaye Academy expects and is committed to achieving the highest standards from every student and member of staff, embracing our core values of Excellence, Resilience and Aspiration.

Objectives:

In line with the Equality Act 2010 the objectives of this policy are to:

1. Ensure all students, including those with a disability as defined within the Equality Act, have access to a broad and balanced curriculum
2. Ensure that reasonable and suitable adjustments are made to the physical environment to ensure students with a disability are able to participate fully in school life
3. Make suitable adaptations to the physical environment in response to student need
4. Overcome potential barriers to learning and assessment for students with a physical or learning disability

Reasonable Adjustments:

The school's duty to make reasonable adjustments is summarised in the Equality Act 2010 as:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils

Montsaye Academy is committed to making reasonable adjustments for students with physical disabilities and learning disabilities. The details of these adjustments are explained further below.

Information of Students' needs and plans for accessibility

- Whole staff training is provided to share information on individual students
- Where appropriate specific advice is provided from advisory services such as Visual and Hearing impairment teams and other services available from the local offer
- Student tracking activities or feedback from lesson observations or learning walks provide specific support on improving accessibility where appropriate
- SENDCO provides details of reasonable adjustments to teachers and support staff which are emailed and available on the shared drive for reference
- Summary health care reports are written, shared with staff via email and available on the shared drive
- Individual students are reviewed by the SEND team and any relevant actions for modifying reasonable adjustments are made

Accessibility and reasonable adjustments for students with Physical Disabilities

- During transition procedures the Pastoral and SEND teams request information from previous schools about physical disabilities
- The SEND team review all information and arrange for a meeting with the student and family before the point of transition
- Where the student has a Statement of Special Educational Needs (SEN) or an Education, Health and Care plan (EHC), the SENCo attends the relevant statement review
- Where appropriate, students have access to physical aids such as adapted equipment and tools in technology, art, ICT, PE and extracurricular activities
- Where appropriate, students have access to ICT to support with visual impairments
- During the first two weeks of transition, the SEND team track and monitor how well students are accessing the physical environment and report back to the SENDCo
- There are two lifts and two wheel chair lifts on site
- Where appropriate, students are permitted to leave lessons 5 minutes earlier than other students with a peer to allow for ease of accessibility across the site
- All school visits are planned to accommodate any students with physical disabilities and have a named member of staff for support throughout
- Transport arrangements are made with the family/carers or local authority where appropriate so students have easy access to the school buildings

Accessibility and Reasonable Adjustments for Students with Learning Difficulties

- The SENDCo along with the SEND and pastoral teams lead the development and management of the provision for students with learning difficulties
- CPD activities are available for staff at regular points throughout the year. This includes Autism awareness, Dyslexia and supporting students with ADHD
- The school promotes dyslexic friendly approaches as effective way of providing Quality First Teaching for all students
- Support and advice on effective differentiation strategies are provided through feedback from observations, learning walks and work sampling, and as part of whole staff, ECF, trainee and new staff training.
- Where appropriate, a modified or alternative curriculum is provided to ensure students have equal opportunities to achieve
- At key stage 4, through consultation with the student and their parents/carers, students embark on their level 2 programmes

The Accessibility Policy relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.