

# Co-op Academy Leeds



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Leeds

## Academy accessibility plan 2020-21

Director of Inclusion's (SEND) name and signature: Mr K Ayub	Date: 2.9.20
Principal's name and signature: Mr P Brockwell	Date:
Chair of Governor's name and signature:	Date:
Next review date: <b>Summer 2021</b>	

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Act 1995, as amended by the Special Educational Needs and Disability Act 2001 (SENDA) and the Special Educational Needs and Disability Act 2005 and the Equality Act (2010). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DfE in July 2002.

### **Definition of disability:**

'... a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

***Equality Act 2010***

### **Key Objectives**

1. To increase access for disabled pupils in accessing the Academy's curriculum,
2. To ensure the physical environment of the Academy is accessible for disabled pupils including facilities and additional services.
3. To improve the delivery and access of information for disabled pupils.

#### **1. Increase access for disabled pupils to access the Academy curriculum.**

- All classroom based staff have received training on the implications of the SEND code of practice 2015. A high emphasis of the training is focused on developing teaching and learning which includes understanding the importance of high quality teaching that is differentiated accordingly to meet the needs of students with SEND.
- Targeted staff have access to continued professional development with specialist training delivered by the SENDCo and/or external partners with specific reference to disabilities, equality and diversity.
- All students have access to a broad and balanced curriculum to support with post-16 pathways.
- Additional extra-curricular activities are in place to encourage students with SEND to participate in activities alongside pupils without SEND.

## **2. Ensure the physical environment is accessible for disabled pupils.**

- All areas of the Academy are wheelchair accessible with various lifts and ramps situated for access to all areas. Disabled toilets are located in each block of the Academy.
- The Academy takes into account the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.
- In the event of an evacuation, the Academy has Evacuation chairs installed in each block of the building. Relevant staff have accessed health and safety training.

## **3. Improve delivery and access to information for disabled pupils.**

- The needs of all students are taken into account, with adaptations made where appropriate, including but not limited to:
  - a) Access to word processors to ensure students with fine motor difficulties are able to access the curriculum and examinations.
  - b) Auxiliary aids (e.g. radio aid) for students with hearing impairments.
  - c) Written materials in alternative formats for all examinations including enlarged font and coloured overlays – to support students with visual impairments.
- The Academy aims to provide information in an accessible format and will respond to individual needs of parents/carers' requests as they arise. This request can be made via the Director of Inclusion (SEND).
- Regular reports are sent out to parents/carers and discussed in more depth at parents' evenings.

### **Linked Policies**

This plan will contribute to the review of related school plans and policies including:

- School Development Plan
- Safeguarding policy
- SEND Policy
- Teaching and learning policy