



# Disability Statement and Accessibility Plan

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Ratified by:	LGB
Date:	May 2025
Next review date:	May 2026

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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 Q3 Academy Great Barr 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 Academy 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.

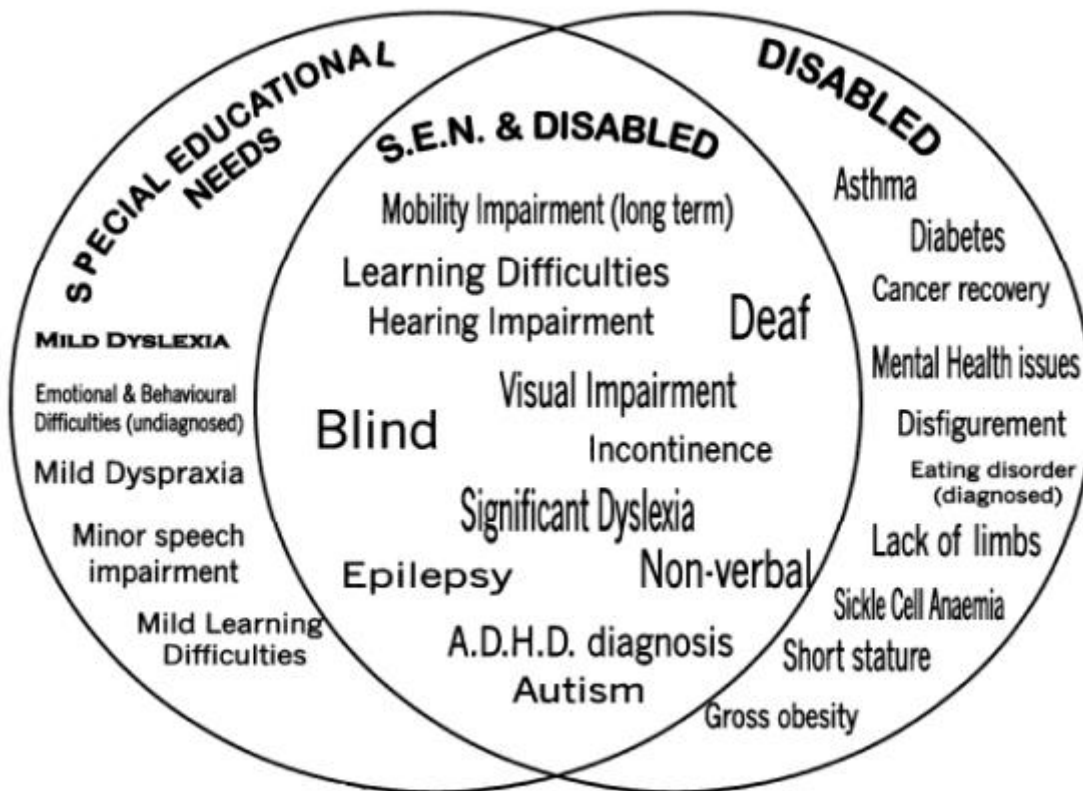
## 2. What do we mean by 'Disability'?

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 possible. Physical Education can present itself as a challenge to some students with physical disabilities as can other subjects within the curriculum. However, 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 appropriate adjustments for our students who require them.

In addition:

- ✓ The Trust will ensure all new staff are trained in responsibilities within both the DDA (2005) and the SEN Code of Practice (2015);
- ✓ Regular 'refresher training' will be provided by SLG; The SENCo; The Inclusion Team to strengthen the knowledge amongst teachers 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 Academy 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 Wellbeing Inspire lessons and examples of disabilities are used within the curriculum for various other subjects;
- ✓ This policy will be monitored through feedback from parents/carers/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, electronic equipment and other learning resources will be monitored to measure their accessibility and identify areas for development. All new purchases will be reviewed for accessibility;
- ✓ Learning Support staff will work closely with teachers 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**

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 Inspiration 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. 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.

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 Academy.