

Padgate Academy

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ACCESSIBILITY PLAN



**PADGATE
ACADEMY**



STATEMENT OF VALUES

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. The Academy has three key duties towards disabled students:

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

THE DFE'S DEFINITION OF DISABILITY

Guidance from the DfES states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition of disability is a wide one and includes those with medical needs (e.g. cancer, diabetes) and a large number of students with learning difficulties and social and emotional mental health difficulties.

This plan sets out the proposals of the Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the academy's accessibility plan be resourced, implemented and reviewed and revised as necessary.



AIMS OF THE ACCESS PLAN

- To ensure that all students are fully involved in academy life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled students. To develop sensitivity and expertise in approaching the specific needs of a broad range of students.
- To develop strong collaborative relationships with students and parents or carers and to increase the satisfaction of disabled students and their parents or carers with the provision made by the academy.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.

Padgate Academy has a strong commitment into equal opportunities and accessibility as laid out in the Academy Aim, Equal Opportunities Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy, Health and Safety Policy and Inclusion Documents. As an academy we aim to embed accessibility into everything we do; in academy improvement, in curriculum development, in maintaining and improving the physical environment, in professional development.

Padgate Academy aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled students. Everybody needs to take the lead in respect of accessibility within their area of responsibility; access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the academy led by those with pastoral responsibility and responsibility for overseeing the plan with the senior management team reporting to the governing body and UCAT Trust.

OVERVIEW OF ACADEMY BUILDING

Padgate Academy is a building comprised of a main school 6 blocks. Access to the blocks is difficult but can be done using portable ramps. N Block is the only 2 story site and has a lift to the second floor.



OVERVIEW OF STUDENTS

The academy has 509 students on roll. We recognise that the definition of disability in the Disability Discrimination Act covers a wide range of physical and mental impairments. The Special Educational Needs of the students include a range of difficulties including Speech and Language, Autism, Cerebral Palsy, Dyslexia, Dyspraxia, Moderate Learning Difficulties, Hearing Impairment, Visual Impairment, Social and Emotional Mental Health difficulties and medical needs such as severe allergies and diabetes.

CURRICULUM

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Academy visits are made accessible to all students irrespective of attainment or impairment.	Specific needs assessed as part of overall risk assessment. Additional support is provided when necessary. Academy ensures student safety at all times.	All students have opportunity to attend academy visits. Appointed person responsible for medication.	Purchase of minibus with disabled access	On Going
To continue to draw on the expertise of external agencies, eg S & L, Educational Psychology, Inclusion Team	SENCO to use external professionals to support her work. Educational Psychologist and other professionals	Staff supported in their work by outside professionals		On going
Teachers and TAs have the necessary training to teach and support disabled students.	Performance Management CPD SEN Courses as appropriate	Teachers/TAs more able to meet requirements of students' needs with regard to accessing the curriculum.	Regular audit of needs.	On Going



Lessons provide opportunities for all students to achieve.	SEN Policy External agency advice Differentiation.	Students achievements measured against targets and national expectations	Adaptations to furniture, access and specialist equipment as required	On-Going
Make special arrangements for examinations.	SENCO Educational Psychologist	Suitable access arrangements made for students.		In place
SEN staff deployed to cover curriculum needs.	SENCO	Staff effectively and efficiently deployed in accordance with EHCP		On-Going and regularly updated

INFORMATION ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Information is presented to students in different formats	SENCO advice. SENCAR INSET Read aloud. Large print. Simple language Coloured overlays	Students achievements measured against targets. Clearly printed worksheets. Coloured paper used for contrast	Specific needs continually assessed and addressed	On going
ICT available to produce written information in different formats.	SENCO advice. Laptops Programs to support learning where appropriate.	Students achieve against targets and national expectations.		On going
Information made available to parents in a range of different formats.	Simple language. Large print.	Can be provided on a needs basis.		On going



BUILDING ACCESS

Target	Strategies/Policies How/Who	Achievement Against Target	If Improvement Required	
			Planned Improvement	By When
Emergency and evacuation procedures are set up for students with SEN and disability	Emergency and evacuation procedures in place.(PEEP) Evac chair	Auditory and alarm system.	Investigate possibility of visual alarms if need arises	On going
Furniture and equipment is selected, adjusted and located appropriately.	Ensure that all furniture and equipment is selected, adjusted and located appropriately.	Continuous review		

CONSULTATION

Parents, students, academy staff and governors have been consulted to write this plan. Comments and recommendations have been considered wherever possible and included in our action plan. Through feedback received at parents' evenings, reviews, and meetings we are confident that the academy adapts a curriculum to meet the needs of disabled students.

Ongoing monitoring enables us to identify where changes might be needed and adapted accordingly. The review process takes account of the view of the student when planning for their support.