

1. Introduction

This Accessibility Plan considers provision for disabled pupils as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014). This Plan operates alongside our SEND Policy 2014 which is displayed on our website and is consistent with it in terms of principles and approaches to resourcing.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people

They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

This plan sets out the features of The Quest Academy that increase access to the facilities and resources of the Academy for pupils and adults with disability, in line with the three areas required in the DDA.

- Increasing the extent to which disabled pupils can participate in the curriculum of the Academy.
- Improving the environment of the Academy to increase the extent to which pupils and adults, with disability, can take advantage of education and associated services.

- Improving the delivery to disabled students of information which is provided in writing for pupils who are not disabled.

The Quest Academy, built in 2014, is fully DDA compliant internally and externally.

This accessibility plan will be reviewed and revised as necessary.

2. The Accessibility Plan

The Academy will work with staff in order to ensure that the policies and practices and procedures of the Academy consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.

The physical environment of the Academy

Adaption of curriculum areas to support access for adults and pupils with disabilities such as low level desks in ICT and technology rooms for use with a wheelchair.

Refuge areas on stairways

A lift

Several disabled toilets on each floor with additional disabled toilets in each of the students' toilet areas.

The Academy has in place full disabled access to all its facilities - ramps are available for access in and out of the building and the external sports hall.

An evacuation chair is available.

Education and related activities

The Academy offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wide participation (enrichment programme).

The AENCO regularly reviews provision for students and makes visits to primary schools before transition to ensure that all needs are provided for.

The Additional Needs policy outlines the provision that the Academy has in place to support students with additional educational needs. This is on the web site.

In class provision includes the use of laptops, extra assistance and setting appropriate targets that motivate students to do their best, and celebrating achievements at all levels.

3. Policy Review

The effective date of this Policy is 12 December 2017.

The policy was approved by the Governing Body on 12 December 2017.

