

1. Accessibility Plan Overview

The Quest Academy has high ambitions for its disabled students and expects them to participate and achieve in every aspect of Academy life. The Academy is working hard to ensure that inclusion and community are at the heart of all its activities.

The Equality Act 2010 places a legal obligation on the Academy not to discriminate against any students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001, and the Disability Discrimination Act 1995.

The Act places an anticipatory duty on the Academy to consider what reasonable adjustments need to be made to improve access to all services for any stakeholder with a disability, including students, staff, parents / carers and any other visitors to the Academy without waiting until the adjustment is needed.

The Local Governing Body is committed to fair and equal treatment of all individuals and on a continuous basis will work towards improving access to the physical environment, to the curriculum and to the provision of information to work towards access for all.

The Accessibility plan is divided into three sections:

- Access to the curriculum
- Access to the site and physical environment
- Access to information

2. Our Values and Ethos

The Quest Academy is a warm and friendly community which draws together people from different faiths and social backgrounds in the common purpose of transforming lives through learning. This is reflected in our motto 'Learning Changes Lives'. The name of the Academy, 'The Quest', reflects the individual and collective learning journeys that all students and staff undertake as they study and work at the Academy. Students, staff and parents/carers should be proud to belong to The Quest Academy and take pride in their achievements and the contribution they make to the local community.

The Academy has high expectations of both staff and students and requires that they conduct themselves in a way which is respectful to others and conducive to learning. We emphasise traditional standards of behaviour and the development of strong moral values. We recognise the importance of:

The Three Cs

1. Courtesy
2. Cooperation
3. Common sense

The Three Rs

1. Respect for oneself and one's own learning
2. Respect for others and their learning
3. Responsibility for one's actions.

At The Quest Academy, we aim...

- To nurture strong relationships modelled on the family values of mutual respect, tolerance and understanding
- To expect the best from everyone, every time
- To raise attainment and achievement for every individual so that they can exceed their previous potential
- To build an exciting learning community for all students, staff, and parents
- To celebrate cultural diversity and every individual's unique contribution to our community
- To create a passion for learning and a belief that we can all achieve our goals and better our futures
- To be at the heart of our local community and its development
- To see all students as leaders, harnessing their unique strengths and abilities
- To provide a happy, calm, and morally positive environment necessary for continual improvement
- To encourage participation and through it high self-esteem and fulfilment
- To develop independent and self-motivated individuals who are ready to learn for themselves
- To promote good character, honesty, and personal responsibility.

3. Accessing the Curriculum

Our main curricular aim is to offer an appropriate and challenging education to all members of the Academy regardless of their race, colour, creed, national origin, gender, sexual orientation, impairment or disability.

All students will study a wide and diverse curriculum at Key Stage 3 in preparation for their transition to Key Stage 4. All reasonable adjustments will be made to ensure that all our community are provided with an equal opportunity to experience the full offer available in the curriculum, and also the extra and super curricular activity offer.

All students receive careers advice and participate in a guided options choice process prior to entry to Key Stage 4. Senior staff engage with students and parents via a consultation meeting discussing the most appropriate and engaging pathway for each individual student based on their interests, aptitude and future aspiration. As with in Key Stage 3, all reasonable adjustments will be made to ensure that all our community are provided with an equal opportunity to experience the full offer available in the curriculum, and also the extra and super curricular activity offer.

A wide range of Post 16 courses are available at both A Level and BTEC Level 3 to all students that satisfy the Quest 6 and course-related entry requirements. Provision will be made for all students

regardless of their race, colour, creed, national origin, gender, sexual orientation, impairment or disability.

The Academy shall ensure that no student shall be disadvantaged by any additional physical or learning need when both internal assessment and formal public examinations are being undertaken. Access arrangements shall be applied for and secured for all students that after formal assessment meet the requirements for any of the concessions.

The Quest Academy will:

- Set suitable and challenging learning objectives for all
- Respond to students' individual needs
- Overcome potential barriers to learning
- Provide differentiated learning opportunity and auxiliary resources/services.

4. Accessing the Academy Site and its Physical Environment

The Academy will aim to ensure that all access permitted areas of its facility are freely accessible and obstruction free for all members of the school community and visitors to the site. The facility will be maintained to ensure that access is continually available and free from hazard. Where lift or toilet access is required it shall be made available to students and visitors upon request and subject to need.

The Academy shall provide and maintain fully equipped toilet facilities on all floors and in the Sports Centre for the use of those that may have difficulty or are unable to access the general facilities. Provision for changing and washing within the Physical Education department is made for those that may have difficulty or are unable to access the general facilities.

The Academy will aim to ensure that any reasonable adjustments to working equipment such as desks, chairs, electronic equipment is made as required by specific individual needs.

For the purposes of emergency building evacuation, the Academy shall ensure that trained fire marshals are deployed to all refuge areas on upper, ground and first floors of the building to support with the evacuation of those requiring assistance

All staff, students, and visitors to the Academy that may require assistance in the event of an emergency evacuation shall be briefed, and where necessary trained, to know where to seek refuge and how to summon help should it be required.

5. Accessibility of Information

The Academy aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- The Academy will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information

- The Academy will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information; specifically, in relation to parents’ evenings and the reporting of student progress, conduct, and attendance
- The Academy will, if the need arises, aim to provide translator or interpreter services to ensure all parents and/or students can access information.

All requests for information will be responded to in a timely manner in accordance with Academy policy and are subject to data protection legislation and policy as well as the General Data Protection Regulation (GDPR).

6. Consultation, Monitoring & Review

The Academy will consult with all stakeholders with disabilities to aid in the updating of this plan and will take their views into account when making appropriate adjustments. This consultation process will be ongoing.

The Accessibility Plan will be reviewed every three years but constantly monitored for any changes to stakeholders’ needs.

7. Accessibility Plan

i. Increasing the extent to which disabled students can participate in the curriculum

Issue	Action	Lead	Outcome or Timeframe
Ensure that support staff are deployed effectively to meet the needs of all students.	Allocate staff to areas of need identified through EHCPs.	SENCO	Annually
Develop strategies to ensure that the curriculum is available to all students, including extra-curricular activities.	Activities conducted in an inclusive environment. Transport available for all students to participate in out of school activities.	SENCO	Ongoing
Ensure appropriate training is made available to staff.	Identify training needs through performance management / line management meetings.	SLT	Ongoing

ii. Improve the physical environment of the Academy, increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services offered by the Academy.

Issue	Action	Lead	Outcome or Timeframe
Ensure continued access to all areas of the buildings.	Annual survey	Site Manager	Ongoing
Ensure that facilities such as toilets and medical care are fully supported.	Annual survey	Site Manager	Ongoing
Ensure all future building works are DDA compliant.	Appropriate instruction given to all future contractors	Head of Estates	Standing instruction
Emergency exit procedures	Site staff trained in the use of evac chairs.	Site Manager	As new staff are appointed

iii. Ensuring all information sent and published is sympathetic in presentation and content to the individual needs of all recipients

Issue	Action	Lead	Outcome or Timeframe
Ensure Academy website is all-user friendly	Periodic auditing of design and content	Publicist	Ongoing
Ensure all information recipients are aware of how to request alternative mediums of communication.	Provide opportunity to request	Office Manager	Annual
Ensuring the effect communication with those who have a hearing, visual or language impairment.	Use of translation services and signing services	SENCO	As required