

City Academy Norwich – Accessibility Plan

A young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age or they have a disability which prevents or hinders them from making use of the facilities provided for others of the same age.

A person has a disability if they have “...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” (Equality Act 2010).

Context:

City academy endeavours to welcome and provide an exceptional experience for all students, staff and visitors. Our outstanding facilities compliment the inclusive nature of our practice and enable us to provide a broad and inspirational curriculum to those in our community who have a disability.

1. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum supported by the school’s specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child’s parents for other flexible arrangements to be made.

The school curriculum is regularly reviewed by the Senior Leadership Team in conjunction with governors, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; academy staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Parents will be made aware of any circumstances in which changes have been made

- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has the following adaptations in place:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials, access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support
- Lift access to all areas
- Specialist evacuation procedures
- Adjustable specialist equipment in Science and Design Technology
- All visitors are asked if they require any special adaptations

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or further infrared broadcast system
- videophones
- readers for pupils with visual impairments

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.