



The Iffley Academy

Accessibility Policy

Date	April 2015
Date of review	April 2018
Signed: Head of Establishment
Chair of Governors

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the academy.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Iffley Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks, website adaptations and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Action Plans relating to these key aspects of accessibility are attached.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality
 - Staff Development
 - Health & Safety (including off-site safety)
 - Special Needs
 - Behaviour
 - Raising Achievement
 - School Prospectus and Mission Statement
 - Teaching and Learning Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The School Prospectus will make reference to this Accessibility Plan.
10. The Plan will be monitored through the Committee structure of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

Improving Physical Access at The Iffley Academy

An Access Audit was carried out by the Facilities Manager in March 2015 and a number of recommendations made:

Item	Activity	Timescale	Cost £
Access to Reception	Aluminium doors (80:20) fitted to the main entry of Hepworth to allow greater access for wheelchair users	Completed Summer 2014	
Various	Adapt external walls to allow fitment of replacement fire exit doors to DDA compliant aluminium spec. Notably Opie, PPA, Rothko etc.	Ongoing	On-going
Under covered walkway	Form one long access to external doors by Spiller classroom, Warhol, Bistro, Meeting Room & Hockney as there is no DDA access to this area. This would raise the floor to just below the damp proof course of each door, accessible by chair with ramped access at either side.	Ongoing	TBC
Ramped access	Formation of ramp to the foyer leading to the Science Room / Dali / Art Room. (Also leading away from the Art Room)	Ongoing	TBC
Access / Egress from Main Hall, Wolf Kahn	Raising of approx. 50 slabs to create level walkway from all exit doors leading away from buildings into The Quad by a ramp.	Ongoing	TBC
Lower playground	Ramped access to top playground	Ongoing	TBC
Lower playground/steps	Lift and relay slabs / resurface	2016/17 phased	TBC

Improving Curriculum Access at The Iffley Academy

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Audit of staff training requirements	All teachers are able to meet the requirements of disabled children's needs with regards to accessing the curriculum. Meeting time is devoted to sharing of good practise/differentiated resources.	Ongoing	Increase in access to the National Curriculum. Needs of all pupils are met
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Needs of all pupils are met. Good progress made by all learners
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils. OSLO fully cognisant of access needs
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are included in the learning	Assistant Head Teacher leading this action: Completed in some classrooms: ongoing in others	Increase in access to the National Curriculum Needs of all pupils are met
Training for raising awareness of disability	Ongoing training for governors, staff, pupils and parents	Whole school community aware of issues relating to access	Ongoing	Society will benefit by a more inclusive school and social environment. Diverse needs of all pupils are recognised and celebrated.

Improving the Delivery of Written Information at The Iffley Academy

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats as required	The school will be able to provide written information in different formats when required for individual purposes as required	Ongoing	Delivery of information to pupils improved
Make available school prospectus and other information for parents and carers on website and in paper format	Review current school publications and promote the availability in different formats	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for parents with visual/hearing impairment	Get advice on alternative formats and use of IT software to produce customised materials as required Offer support to parents	All school information available for all as required	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Ensure that parents and carers receive information from school in a format of their choice	Offer support to parents when communicating Survey use of email correspondence	Parents and carers will receive information in the medium of their choice	Ongoing	School is effective in meeting the communication choices of parents and carers. Staff will be aware of preferred format for communications amongst parents/carers
Ensure that all school communications use plain English	A member of SLT to check all communications to parents/carers before distribution	All communications will be easy to read and have clarity of purpose	Ongoing	Parents and carers will be clear as to purpose of communications