

## LONDON ACADEMY OF EXCELLENCE TOTTENHAM ACCESSIBILITY PLAN

### Introduction

The London Academy of Excellence Tottenham is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Accessibility Plan considers provision for disabled students 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 SEN Policy and is consistent with it in terms of principles and approaches to resourcing.

### Definition of Disability

The Equality Act (2010) states that a person has a disability if:

**They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.**

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on the everyday lives of children and young people.

### Contextual Information

LAET, built in 2014, is fully DDA compliant internally and externally. The external areas are all accessible to those with disabilities, school entrances have ramp access and there are accessible toilets. We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to the diverse learning needs of children and young people
- Overcoming potential barriers to learning and assessment for individuals and groups of children and young people.

### London Academy of Excellence Tottenham recognise their duty under the Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat a disabled child or young person unfavourably. We

commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

The governors have the duty to publish Accessibility Strategies and Plans.

### **Scope of the Accessibility Plan**

This Plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of LAET for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and associated services. We aim to meet the needs of a range of children and young people currently on roll and prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised for these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form where necessary, to SEN and disabled children and young people, including pictorial and oral and Braille formats. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum.
3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS Trusts.

### **Management**

Accessibility action planning forms part of LAET's annual development planning. It will be updated to take account of improvements made, future resource availability and changing needs in the target areas. Accessibility action planning aims:

- To review LAET's policies, procedures and facilities when they are likely to affect both current and prospective children and young people who are disabled.
- To make decisions with a view to improving the accessibility of education in its many aspects, for current and prospective children and young people with disabilities, by means of reasonable adjustments and to implement, evaluate, and continue to review the effectiveness of any measures taken.
- To continue to review LAET's Accessibility Action Plan.
- To continue to review LAET's SEN Policy.

### **Monitoring**

Monitoring is essential to ensure that children and young people with SEN and disabilities are fully able to access the curriculum.

We will monitor the following:

- Admissions
- Attainment
- Achievement
- Attendance
- Rewards and Sanctions
- Onward destinations

### **Teaching and Learning Support**

As set out in the SEN Policy, LAET has:

- An SEN and Learning Support Lead who is equipped to deal with a range of learning difficulties experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.
- An SEN and Learning Support Lead who is equipped to deal with a range of disabilities experienced by children and young people. These children and young people can, with support and a range of strategies, access our curriculum.

LAET will produce procedures for ensuring accessibility in advance of a child or young person's arrival or, in the case of the emergence of a disability during a child or young person's time at the school, as soon as is reasonably possible, by considering and making available:

- appropriately modified resources and materials
- appropriately modified teaching approaches
- the use of ICT aids where appropriate
- personalised provision and support.