



**Mill Chase Academy**

Ambition, Courage, Excellence

## **Accessibility Plan**

***Lead Governor: Chair of Finance and Resources    Senior Leadership Team Link: Richard Edwards***

***Last Review: December 2015***

***Next Review Due: Governors agreed on 6<sup>th</sup> December 2018 to extend this policy until the school moves from the Mill Chase Academy site on Mill Chase Road (Autumn 2019).***

***Ratified by Governors: 10<sup>th</sup> December 2015***

### **Introduction**

This plan is drawn up in accordance with the Equality Act 2010: Schedule 10, Paragraph 3 and the Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

### **Definition of Disability**

Disability is defined by the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Key Objective**

To reduce and eliminate barriers to accessing the curriculum or to full participation in the Academy community by students or prospective students with a disability.

### **Principles**

Compliance with the Equality Act 2010 is consistent with the Academy's aims and equal opportunities policy, and the operation of the Academy's SEN policy.

The Academy recognises its duty under the Equality Act 2010

- not to discriminate against disabled students in their admissions and exclusions and provision of education and associated services.
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a disadvantage
- to publish an Accessibility Plan.

The school recognises and values parents' understanding of their child's disability and its affect on their ability to carry out normal activities. It also respects parents' or students' rights to confidentiality.

Mill Chase Academy aims to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles. It endorses the key principles in the 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students

## **Activity**

This section outlines the main activities which the Academy undertakes and is planning to undertake to achieve the key objective above.

### ***Education and related activities***

The Academy will seek and follow the advice of the Academy Trust and other LA Services, such as specialist teacher advisers and SEN inspectors / advisers, and of appropriate health professionals from the local NHS Trusts.

### ***Physical environment***

The Academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

### ***Provision of information***

The Academy will make itself aware of local services, including those provided through the Local Authority and the Trust, for providing information in alternative formats when required or requested.

## **Linked Policies**

This plan will contribute to the review and revision of related Academy policies, eg.

- Academy strategic plan
- SEN policy
- equal opportunities policy
- curriculum policy
- teaching and learning policy

## **RATIFICATION DATE AND CHAIR'S SIGNATURE**

Ratified/Signature:

Print Name:

Date: