

# Ark

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## Accessibility Plan

### PURPOSE

Ark is committed to providing a fully accessible environment which values and includes all students, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. A new accessibility plan will be drawn up every three years.

Date of last review:	June 2022	Author:	SENDCO
Date of next review:	June 2023	Owner:	CFO
Type of policy:	<input type="checkbox"/> Network-wide <input checked="" type="checkbox"/> Tailored by school	Approval:	SLT
School:	Ark Soane Academy	Key Contact Name:	Isobel Currie
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### POSITIONING WITHIN ARK OPERATIONAL MODEL

Component	Element
<input type="checkbox"/> Strategic Leadership & Planning <input type="checkbox"/> Monitoring, Reporting & Data <input type="checkbox"/> Governance & Accountabilities <input type="checkbox"/> Teaching & Learning <input type="checkbox"/> Curriculum & Assessment <input type="checkbox"/> Culture, Ethos & Wellbeing <input type="checkbox"/> Pathways & Enrichment <input type="checkbox"/> Parents & Community <input checked="" type="checkbox"/> Finance, IT & Estates <input type="checkbox"/> Our People	Audit & compliance

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## 1 SETTING INFORMATION

### Vision and Values

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Ark Soane Academy is an inclusive school where all students are made to feel welcome and valued. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential irrelevant of their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Ark Soane Academy aims to provide a rigorous and transformational education that prepares students for success at university and beyond.

Ark Soane Academy is a brand new six-form entry school in the heart of Acton. The school opened to 180 Year 7 students in September 2021 and will have 360 students in September 2022. We will grow by 180 students each year until we reach our capacity of 1200 in 2027.

Our founding cohorts of students come from a mixed intake, including pupils from some of the most deprived homes in the country. Deprivation is significantly above national averages; and levels of students within the SEND register are within national and local averages. Roughly half of students speak a language other than English at home. The students in the first cohort arrived to Soane slightly above their Age Related Expectations in terms of their reading age but significantly below in terms of their verbal, non-verbal and quantitative reasoning

### Consultation to inform Audit/Action Plan: School staff, governors, and support services

Consultation with stakeholders is an ongoing process, involving both formal and informal procedures. Regular reviews take place with support services to evaluate needs and provisions.

### Views of Parents

Parental views are formally solicited at termly meetings. Parents are also encouraged to arrange to see staff if they have particular concerns (or complaints). Several members of staff are employed specifically because they speak community languages.

### Views of Children and Young People

Students are regularly consulted, including through personal reviews and student voice polling.

## 2 PURPOSE

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Ark Soane Academy is committed to providing a fully accessible environment which values and includes all students, 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. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co-ordination
- Mobility
- Continence
- Ability to lift, carry or move heavy objects
- Speech, hearing, or vision
- Memory or ability to learn, concentrate or understand
- Perceiving risk of physical danger

All students should be able to take part in the day-to-day life the school and benefit from the learning experiences we provide

Overall, 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 students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students; (If the school fails to do this, they are in breach of the Equality Act). 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 students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents, and visitors with disabilities.

Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plan is attached which relate to the three key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies, and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities
- Health and Safety Policy
- Special Educational Needs Policy
- Staff and Professional Development Policy
- Behaviour Management Policy
- Emergency Evacuation Procedures
- School Improvement Plan
- School Prospectus

### **Information from pupil data and school audit**

The latest information regarding the number of students with special educational needs and disability for Ark Soane Academy can be found in the SEND Register.

Views of those who are to be consulted during the development, monitoring, and reviewing of the Accessibility Plan:

The views of all stakeholders including external agencies, students and their parent/carers will be sought through regular meetings which are held as part of the on-going support given by Ark Soane Academy to its students and staff.

The main priorities in Ark Soane Academy plan are as follows:

### **Increasing the extent to which disabled students can participate in the school**

## **Curriculum**

Ark Soane Academy will endeavour;

- The school will endeavour to provide suitable access to a range of curriculum opportunities,
- Where necessary, guidance and support will be given by the SENCO
- Ark Soane Academy have two teaching assistants who are deployed by the schools SENCO to ensure the needs of students with an Education, Health and Care Plan or identified as SEN support are being met.
- Ark Soane Academy to facilitate services from a range of agencies for all students and their families.

### **Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services**

#### **The main block has one lift each ensuring access for all students and staff with mobility issues or hidden disabilities.**

- The staffroom is on the ground floor is accessible by lift for any staff with mobility needs or hidden disabilities.
- Excellent access to the main building
- There is a meeting room and toilets within easy reach of the reception so we can easily accommodate wheelchair users and visitors with reduced mobility.
- Sport facilities are currently offsite but are easily accessible for students – once PE moves onsite this policy will be updated.
- A lift is provided to access classrooms on the first and second floor for any students and school personnel with mobility needs.
- Ark Soane Academy has disabled toilet facilities for students and for the use of disabled people using extended school services with grab handles for additional support and emergency cords to request help.

### 3 PROCESS

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This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Consult on plan



Implementation



Evaluate the plan

## 4 SUMMARY

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We will:

- Continue to review the environment of the school, the way we plan, prepare, and deliver the curriculum, the information we provide for students so that we can improve access for both individuals and groups
- Provide an atmosphere where all staff and students feel safe and valued
- We will achieve this by promoting understanding of disability and work should positively models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability.
- We will focus on learning difference not learning need
- Review those parts of our extra-curricular activities which may have limited access for students with a disability and to provide a solution to enable us to provide learning

<b>Improving Physical Access</b>					
<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises considering the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By SLT, site team and SENDCO
<b>Improving Curriculum Access</b>					
<b>Target</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Monitoring/ Review</b>
Ensure that teaching and learning meets the needs of all learners through effective differentiation	All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different students will be met within lessons. Whole school staff training session will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	All

Ensure resources available for all students identified as requiring assistive technology.	Clear list of all students who have assistive technology needs and departments and all staff aware. An annual audit of the ICT / assistive technology needs of students with disabilities	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	SLT / SENDCO
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma, and the use of EpiPens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	Ark Soane Academy will continue to be a fully inclusive school	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	SENDCO, and First Aider team.
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of Student Learning Plans (SLPs). Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	On-going and termly monitoring	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets	All
All out of school activities are planned to ensure the participation of SEND students	Review all out of school provision to ensure compliance with legislation	All-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all SEND students	All
To liaise with Local primary schools and LA SEND department to review potential intake for September 2022	To identify students who may need additional to or different from provision for September 2016 intake	The school will be able to put appropriate provision in place	Summer term 2022	Procedures/equipment/ Ideas set in place by September 2016	SLT / SENDCO



### Improving the Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LEA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled students improved.	Admin Team
Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all stakeholders	As required	Delivery of school information to parents and the local community improved	Admin Team
Review documentation as required with a view of ensuring accessibility for students with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All school information available to students/parents with visual impairments	As required	Delivery of school information to students and parents with visual difficulties improved	SENDCO Access to Education - Sensory Support –VI Team
Make sure disabled parents have every opportunity to be involved	Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	All parents able to access school and events (parent evenings, rewards etc.)	On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education. Regular attendance at school events by parents with disabilities	All