

NORTH LIVERPOOL ACADEMY

Accessibility Policy

September 2019 – July 2022

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Position of Author:	Principal and SENDCo
Approved by:	Governing Body
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Status:	North Liverpool Academy specific policy

1.0 Introduction

2.0 Academy Vision, Mission & Values

2.1 Vision

NLA students are resourceful.

At North Liverpool Academy, students leave us knowing who they are, their place in the world and how to lead a happy and successful life. They challenge themselves and are not hindered by circumstances because they have the skills to shape their own future and the self-awareness to succeed in further education or employment. They feel connected to themselves, those close to them and their local and global communities which enables them to make skilful decisions and responsible choices. They aim high, achieve at all levels and are able to respond effectively to a changing world. They are supported by adults who share and are able to model this philosophy of learning, and who are highly skilled in engaging students in the learning experiences they need to transform their life chances.

A curriculum that scaffolds the students' learning journey by offering our core values of Aspire, Experience, Community and Achieve provides rigour that widens future choices. It is culturally and academically rich, exposing them to new people, ideas and situations that challenge them to experience the unfamiliar and draw connections between themselves and their world. It is personalised, enabling students to build on new and emerging strengths, talents and aptitudes. It guides them on the journey from dependent to independent learners.

A personal development programme helps students connect with themselves and others to develop confidence that extends to unfamiliar situations. Through form time, students experience new things that enable them to challenge and refine their sense of who they are and expand their horizon of opportunity. Through the Academy Rewards System, students have the opportunity to apply the NLA gems into their learning, which demonstrates determination, risk taking, team-work, reflection, creativity and problem solving, which allows them to relate to others and to study in order to achieve, engage and respond critically and creatively with the world around them.

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2.2 Mission

We aim for all of our students to be resourceful. They leave us knowing who they are, their place in the world and how to lead a happy and successful life. They challenge themselves and are not hindered by circumstances because they have the skills to shape their own future and the self-awareness to make the most of it. They feel connected to themselves, those close to them and their local and global communities and this enables them to make skilful decisions and responsible choices. They aim high, achieve well and are able to respond effectively to a changing world. They are supported by adults who share and are able to model this philosophy of learning and who are highly skilled in engaging students in the learning experiences they need to transform their life chances.

2.3 Values

We value

- Respect - for self, for others, for the environment
- Learning - learning to learn; learning for life
- Integrity - being honest, being trustworthy, taking responsibility
- Innovation - in seeking solutions that further the learning of all
- Excellence - to strive for the highest standards in all that we do

We encourage learners to:

- Be passionate about their endeavours
- Take pride in their achievements
- Develop their talents, imagination and creativity
- Celebrate diversity

3.0 Plan Formulation; Student Data & Academy Audit

3.1 Consultation

As part of an analysis of student data and an academy audit; the following were consulted in the formulation of this accessibility plan:

- Governors
- Staff (e.g. Principal, SEN staff, Exams Officer, H&S Officer etc.)
- Community groups
- Students
- Physical Audit of the built estate

3.2 Plan Approval

- This plan is approved every academic year.

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3.3 Linked Documents

This plan will contribute to the review and revision of related NLA policies and documents as shown below. Equally, developments and changes in these linked policies and documents will inform the content and review process of this accessibility plan:

- Academy Mission Statement
- Academy Prospectus
- Staff Handbook
- Admissions Policy
- Assessment Policy
- Equal Opportunities/Inclusion Policies
- SEN Policy
- Behaviour Policy
- Accommodation Strategy
- School Improvement Plan
- Curriculum Policies

3.4 Information from Student Data & Academy Audit – General

The Academy is situated in an area with high levels of deprivation. 659 (49%) of our students receive free school meals compared with a national average of 17.3% (Jan 20). Of the 1346 students on roll at the Academy, 219 are on the SEN List.

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Communication & Interaction (COM)	16	11	11	10	6	0	2	56
Cognition & Learning (CL)	17	16	21	17	19	1	0	91
Sensory/Physical Need (S/P)	3	8	7	5	6	2	1	32
Social, Emotional Mental Health (SEMH)	16	6	8	6	4	0	0	40
Total	52	41	47	38	35	3	3	219

SEND

Throughout Year 7 to 13 we have 1346 students on roll. 16.3% of this cohort are either on an Educational Health Care Plan (EHCP) or receive SEND support. This support covers a range of different needs, both educational and medical:

- Communication & Interaction includes ASC
- Cognition & Learning includes Dyslexia and CAT scores 85 and below
- Sensory/Physical Needs includes Visual/ Hearing Impairment and Dyspraxia/Dysgraphia
- Social, Emotional, Mental Health includes anxiety and depression and ADHD

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We have a below average population of students on an EHC plan. Our average is less than 1% and the National average is 3.3% (Jan 20). We recognise that there are some students who have a disability as well as special educational needs and a small proportion that have a disability but not a special educational need (e.g. learning difficulty). One of our strengths is in our early identification of children who may have a disability and our well-established systems for ensuring that children are given the help and support that they need. All our students, regardless of disability, have equal access to all aspects of the curriculum including, off site activities, sports and other events.

Before school trips take place, a member of staff generally makes a pre-visit to the site to ensure that all children can access the site and the learning. Any trips are always subjected to a full risk assessment.

3.5 Information from Student Data & Academy Audit - Curriculum Access

Consideration is given to all students in the long, medium and short-term planning of all teachers. The deployment of Learning Support Assistants (LSAs) is based on supporting pupils on EHC plans or those who have Higher Needs funding. Objective assessment outcomes and student need also determine LSA deployment. Assessments are in place for students with learning difficulties & disabilities.

Individual student profiling is in place for all students supported at EHC plan level, pupils with Higher Needs funding, and those who are assigned 'K' on the SEND register. Students who receive support have access to computer technology at all times to ensure rapid progress is made. Students are also supported, as appropriate, during tests and assessments with extra time, reader support or additional support to enable them to access the assessment.

Academy clubs, sporting, cultural activities and Academy visits are accessible to all students including students with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources. NLA makes full use of a range of LA support services, social services, health professionals and the wider community.

All students are encouraged to take part in music, drama & physical education. Lessons involve work to be done by individuals, pairs, groups & whole classes. Academy visits are made accessible to all students, irrespective of attainment or impairment. We ensure teachers and teaching assistants have the opportunity to have necessary training to support disabled students. All activities throughout the performing subjects will plan their curriculum and activities based on providing an enriching curriculum for all students in their class.

The Academy SENDCo attends LA & Academy SENDCo Networks and Family SENDCo meetings to keep abreast of new ideas within the SEND community, which are shared with all staff during weekly CPD training.

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3.6 Information from Student Data & Academy Audit - Access to the Physical Environment

All play areas are ramped and accessible for wheelchairs, pushchair, walking frame users. There is a designated disabled parking space with room for a tail-lift vehicle and all teaching areas are accessible to wheelchairs/pushchairs/walking frames. Within the school building students and staff have access to lifts to all floors within the school. Academy alarms have both auditory and visual components and systems are in place for identified students to access dining room facilities/cafeteria five minutes early to avoid overcrowding.

Systems are in place for identified students to leave classrooms five minutes early to use stairs/corridors safely, and in order to aid independent mobility around school, systems are in place to plan for the maximum access on educational visits. The Academy has available; a medical room & adapted toilets.

NLA already supports students with significant barriers to learning and/or participation with difficulties including; moderate, specific and severe learning, communication and interaction and social, emotional and behavioural difficulties. Students using a wheelchair have access to all areas/floors and facilities. There is no element of curriculum provision or support services that are not easily accessible. All new construction and alteration projects always factor in issues of access and DDA at the inception and design stages in order to maximise accessibility and usability.

Emergency procedures include the provision of disabled refuges and the practical means that will allow people with disabilities to be evacuated from upper floor areas.

3.7 Information from Student Data & Academy Audit – Access to Information

Visual aids are used to support learning in all classrooms and homework is set for all students in the most appropriate format and style to ensure they can access home learning in the most effective way.

NLA has access to a range of interpreters as required such as braille tutors who are available via the Local Authority. The academy has access to signs and symbols training from the Inclusive Education Service and we have staff and students who are British Sign Language trained which allow us to support any students with hearing impairments. Other resources that are readily available to students in their learning are: extra time to complete set tasks or assessments; use of keyboard, reader support and writing support in all tests and assessments. The use of MINT classroom is used by teachers to access student SEND passports so teaching and learning can be tailored to that specific student's needs within the classroom.

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4.0 Action Areas

As a result of the student data and Academy Improvement plan this Accessibility Plan focuses on 3 action areas for development and improvement:

- Access to the Curriculum for all students.
- Improving access in building.
- Improving access to information for all staff. This has been implemented at the beginning of the 2020-2021 academic year through the use of MINT Passports electronically.

4.1 Improving Access to the Curriculum

Commitments and / or Actions	Timescale	Implemented by	Resources
Target all Y7 using benchmarking data.	Each year	VP	CATs, NGRT
Staff receive training in making the curriculum accessible to all students, and are aware of its importance.	Ongoing	AP Inclusion AP SEND SENDCO	PD Days
Differentiation, especially in class by teaching staff	Ongoing	AP Inclusion AP SEND	PD Days Learning Walks
Providing understandable and accessible information to Yr 6 in their transition to North Liverpool Academy. Increased understanding of the needs of the new Year 7 each Sept.	Further develop transition process and primary liaison via: transition visits for pupils in partner primary schools events/activities for partner primary schools, further transitional visits when required. – Ongoing	Ongoing curriculum links via provision of activities and events. Visits to all primary partners to 'showcase' school (summer term) Visits to all Year 6 students starting in Sept for info. collection (summer term)	Transition literature revised annually. Curriculum provision opportunities circulated and accessed by primary partners.
Classrooms are optimally organised to promote the participation and independence of all pupils and develop an inclusive approach to work	Review / implement a preferred layout of furniture and equipment to support the learning process Use of MINT Class Ongoing	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils / Ongoing	
Develop an inclusive approach to marking students' work	Ongoing review of the whole school assessment and marking policy	Books are used as an important progress checker and revision aid. Staff feedback is clear and accessible, students know how to improve.	Increase in access to the National Curriculum
All out of school activities are planned to ensure participation by full range of students	Review all out of school provision to ensure compliance with legislation Ongoing	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Increase in access to all school activities for all disabled pupils

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The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Commitments and/or Actions	Timescale	Lead	Support	Resources
Equality Act to be considered in all new building projects	To be included in possible redevelopments	E Vernon	M Mann	
Fire evacuation procedures make specific reference to students with mobility and/or sensory issues.	Ongoing	M Mann	S Johnson, A Gadsby, J McDonald	
Health safety officer informed of SEN students' needs to incorporate into relevant policy/policies.	Ongoing	M Mann	A Gadsby	

4.3 Improving Access to Information for Disabled Students				
Commitments and / or Actions	Timescale	Lead	Support	Resources
Availability of written materials in alternative formats	Ongoing	A Collins	J Rigby	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Ongoing	A Collins	A Kennedy	
Raise the awareness of adults working at and for the Academy on the importance of good communication systems	Ongoing	G. Wainwright		
Produce Equality Objectives Policy	October 2020	A Collins		

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