



**Liden Academy**  
Accessibility Plan 2021-22



## **Purpose of the Plan**

The purpose of this plan is to show how Liden Academy intends, over time, to increase the accessibility of our school for disabled pupils.

## **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

## **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Liden Academy aims to treat all stakeholders; pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The Academy aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## **Contextual Information**

The majority of the school building and playground is accessible for all as it is on one level throughout.



## **The Current Range of Disabilities within Liden Academy**

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder, ADHD, Cystic Fibrosis and a range of allergies, such as food allergies. We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. For those children with severe allergies, relevant medication is kept securely within their classrooms.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medical information is collated and available to staff, displayed clearly in their classroom cupboards and registers, and the medical file in the admin office. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure places in classrooms which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

## Liden Academy Accessibility Plan 2021-2022

Targets	Strategies	Outcome	Time	Monitoring
<b>Equality &amp; Inclusion</b>				
To ensure equality of access for all.	Equal opportunity project 2015-2016	All ASC pupils will have equal access to the curriculum.	2016-2017	Principal, SENDCo, & SEND Governor
To ensure smooth transition between year groups/schools/providers	Meet with other providers well before transfer/transition.	All necessary arrangements/equipment are in place before transfer.	On-going	Principal, SENDCo, & SEND Governor
To ensure that all policies consider the implications of disability access.	Consider during annual review of policies.	Policies reflect current legislation.	On-going.	Principal, SENDCo, & SEND Gov
<b>Physical Environment</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going.	Principal, SENDCo, & SEND Governor
<b>Curriculum</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Equal opportunity project 2016-2017. Targeted staff CPD	Staff are able to enable all children to access the curriculum.	On-going	Principal, SENDCo, & SEND Governor