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| ACCESSIBILITY POLICY |
| 2018-21 |

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| Principal:  | JAY LOCKWOOD |
| Date Approved:  | Autumn 2018. |
| Date of Review:  | Every 3 years but may be updated more frequently |

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Appendix 1: Accessibility audit **.**

# 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

* Increase the extent to which disabled pupils can participate in the curriculum
* Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Logic's ethos is a simple one - **Looking forward. Looking outwards. Taking action**.

"The Logic Attitude will be engrained in everything we do at Logic through both teaching and learning and enrichment opportunities. By the end of Year 11 students will show an awareness of, and be developing, these skills and qualities. By the end of Year 13 students will be career ready with a firm grounding in the Logic Attitude. A practical skill set will need to be developed in order to enable students to fulfil their potential"

We will do this through our innovative approach to education which is:

**Relevant**: A more modern & applied approach to learning, with subjects that will open doors to their career including Computing, Business, Events, Creative Media and Logistics.

**Connected**: They meet, be inspired and taught by industry experts, as well gaining first-hand experience by taking part in 6 weeks of proper work experience

**Focused**: As a small school, we don’t offer a conveyor-belt approach to education, instead our students benefit from personal one-to-one coaching

We are a highly inclusive school determined to serve our community as best we can. We create opportunity and shape the future for every one of our students.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

**Trust Specific Priorities include**:

* Ensuring that Hounslow’s Resourced Centres located at Tudor Park have appropriate levels of staffing, therapy and facilities to meet the needs of students ensuring best routes of Progression on to our Sixth Form or College
* Continue to improve the physical environment to accommodate the needs of all users
* To keep under review the School’s responsibilities in this area under the provisions of the Equality Act

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, staff and governors

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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# 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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| **Aim** | **Current good practice***Include established practice and practice under development* | **Objectives***State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Monitoring** |
| Increase access to the curriculum for pupils with a disability | **Good Practice**Our school offers flexible pathways for all students to suit their needs. Subject loading can be reduced to allow for additional physical or learning needs to be met. Learning is differentiated to ensure all students can access and the learning make the desired progress.We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include personalized laptops, additional coaching, tailored reading materials.Curriculum progress is tracked for all pupils, including those with a disability.Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed annually to ensure it meets the needs of all pupils. | 1. To set up further avenues for widening our PE offer for non-ambulant students to increase participation in team sports.
2. Ensure that time is given to pre

planning extra curricular to maximise accessibility for those with specific disabilities. | Investigate development opportunities with Springwest PD Centre for shared games opportunities.Investigate opportunities of working with Feltham Bees and their use of Tudor Park facilitiesPlan and risk assess extra offsite visits with individualised plan for named students. | JCAJCA | Spring 2019Ongoing |  |
| Improve and maintain access to the physical environment | The school has been newly refurbished and fully meets the latest standards for access.  |  |  |  |  |  |
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# 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body

# 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy