



**The Totteridge Academy**

The best in everyone™

Part of United Learning



## **TTA ACCESSIBILITY POLICY**

**2020**

## Accessibility Plan

### **The Totteridge Academy**

*The Totteridge Academy is an inclusive school that celebrates individuality and diversity. We have high expectations of all of our students and instil in them our ethos of 'kaizen' (continual improvement). We ensure that students with SEND are supported fully so that they can enjoy their learning and achieve their best at all times, both within the classroom and beyond.*

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**Principal:** Chris Fairbairn

**Governor with responsibility for SEND:** Sejal Patel

SENDCo: Frances Steel (NASENCO Qualification, UCL, 2017-2018). Email:

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This policy is in line with all of our school policies and ensures that we embed an inclusive culture and successfully support those with SEND. The Governing Body, the Principal and the SENDCo will regularly monitor the effectiveness of this policy.

## 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

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

The Totteridge Academy is committed to providing premises that are suitable and sufficient for all educational purposes and gives access to a broad and balanced curriculum for all students, irrespective of special needs or disability. This Plan operates alongside the school's SEND policy and is consistent with it in terms of principles and approaches to resourcing. The Totteridge Academy will actively seek to improve access to services in the ways set out below and will undertake this via the School Evaluation Form and Equality Objectives. These will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas.

## Legislation and Guidance

This document meets the requirements of [Schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). 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](#), '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Action Plan

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

The Totteridge Academy will:

- Ensure the curriculum is differentiated to meet the learning needs of students with Special Educational Needs and Disabilities and that target setting is effective and appropriate for these students.
- Make written material provided to all students in an appropriately presented form and adapted where necessary.
- Use specialist equipment as well as pictorial and oral formats where needed.
- Ensure that the learning environment is planned to maximise learning opportunities.
- Manage and improve the physical environment of the school's building and grounds to meet the needs of students with SEND currently on roll, as well as prospective students.
- Ensure the arrangements for the movement of students with SEND or restricted mobility are not hampered by the physical environment of the academy with adjustments being made when appropriate.
- Have a clear measure in place to ensure the safe and respectful evacuations of students with SEND/restricted mobility from the academy buildings in the event of an emergency.
- Develop extra-curricular activities that are accessible for all students. Plan specific extra-curricular activities according to students' needs and wishes.
- Ensure students are provided with the relevant equipment where needed and are supported to maximise effective use of equipment.
- Plan for Access Arrangements so that students have equal opportunities in their assessments and that these are their normal way working.
- Establish a culture of mutual trust and respect between all members of the academy community.
- Build a community that respects and celebrates all students, maintaining high expectations of all, and preparing them for their futures.
- Adapt the timetable and rooming as far as possible to ensure students can remain on the ground floor if and when needed.
- Do extra fire practice routine and personal emergency evacuation procedures and plans with students who need extra support with this.




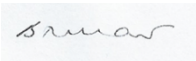
## Monitoring arrangements

This document will be reviewed every year and may be reviewed and updated more frequently if necessary. It will be approved by: parents, students, the Governing Body, the Principal.

## Links with other policies

- SEND Policy
- SEND Report
- Risk assessment policy
- Health and safety policy

Signed off by:

<b>Name:</b> Chris Fairbairn	<b>Name:</b> Bronwen Tumani
<b>Signature:</b> 	<b>Signature:</b> 
<b>Role:</b> Principal	<b>Role:</b> Chair of Governors

Approved By:	LGB
Last Review Date:	September 2018
Review Frequency:	Every 3 years
Next Review Date:	September 2021

