

Accessibility Action Policy

Date of Issue: September 2021

Date of Review: September 2022

- 1.1 Disability equality is an explicit aim within Footsteps` policies. This plan sets out the way Footsteps aims to increase access to education for students with disabilities by:
 - improving the premises and environment of Footsteps, to increase the extent to which students with disabilities can take advantage of the provision.
 - improving the delivery of information to students with disabilities.
 - increasing the extent to which students with disabilities can access the curriculum
- 1.2 At Footsteps Academy we are committed to developing an inclusive environment. Improvements to the premises are considered as funding permits. When building and remodelling projects are undertaken, disability access is a fundamental feature of the planning and design process.
- 1.3 The Footsteps Disability Accessibility Plan aims to address three main duties towards students who may have a disability:
 - not to treat students with a disability less favourably for a reason related to their disability.
 - to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
 - to plan to increase access to education for disabled students.
- 1.4 A person has a disability if s/he has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. These impairments may include sensory (e.g., sight or hearing) difficulties, learning difficulties, behavioural difficulties, medical conditions, students with Aspergers Syndrome and Attention Deficit or difficulties linked to mental health. (Note that Special Educational Needs are dealt with separately).
- 1.5 This Action Plan supports the delivery of the Footsteps Equality Scheme explicitly showing separate actions for disability and how Footsteps plans to increase access to education for disabled students.

Improving access to the curriculum

Targets	Actions	Who	Timeframe	Success criteria
To evaluate provision for students with disabilities during Subject Reviews	Lesson observations include a focus on needs of students with disabilities.	Subject teachers in liaison with the PM, SENO and HOTL	Ongoing	Provision for students with disabilities is maintained at a high standard
Further develop staff awareness of students with disabilities	Provide entry and annual student assessments for staff along with information about relevant conditions	PM, SENO and HOTL	At the start of each academic year, or on entry to Footsteps.	Staff aware of student needs.
	Provide information and guidance to staff at staff briefings to advise on best strategies to implement and support students with SEND	PM, SENO and HOTL	Scheduled Staff Briefings, Teacher Meetings, and Training Days	Staff aware of students needs and best strategies to support.
Develop whole staff and student awareness of disability issues.	Scheduled discussion in Staff Bulletin and at Staff Briefings and Training.	PM, SENO and HOTL	Training Days, Student Assemblies, Staff and Teacher Meetings	Heightened awareness by the staff, as a whole, of current issues
	Diversity and disability issues addressed in Footsteps assemblies	PM and OM	Ongoing	A standard feature of the Footsteps Assemblies schedule
	Annual Talent, Assessment, Development training for all staff	PM, SENO and HOTL	Annual	Improved understanding on the part of staff and a higher quality learning experience for the students
To plan and implement improvements and adaptations to the	Review the allocation of LMs and LSAs to support students with	PM, SENO and HOTL	Following half-termly reviews or more frequently if necessary	Targeted support efficiently and effectively provided

curriculum and extra-curricula activities	disabilities as appropriate			
Keep targets and methods of working under review in the light of new opportunities and legislation.	Keep in touch with specialist sources and advise the SLT	PM, SENO and HOTL	Ongoing	Curriculum meets needs of students.

Physical improvements to the environment

Targets	Actions	Who	Timeframe	Success Criteria
All new buildings and alterations are fully accessible to students with a wide range of disabilities including those with Visual Impairment.	Discuss plans with architects, external specialists, and HoF. Ensure architect's compliance with Disability Discrimination Act and Footsteps' commitment to access	OM and P	Ongoing	Plans meet DDA requirements
Ensure suitable evacuation procedures for students with disabilities.	Annually review procedures for students with disabilities and ensure that appropriate staff are aware of them	PM AL	Annually	Review completed and appropriate measures agreed.
Students with disabilities are fully informed about provision, access and evacuation.	Students with disabilities are assessed. Advice to staff and students updated as required.	AL, PM, SENO and HOTL	On entry with reviews half-terminly On entry, at the start of each year; and as required	Assessments undertaken Targeted support efficiently and effectively provided

Improving provision of information

Target	Actions	Who	Timeframe	Success criteria
To improve communication with disabled students/users	To ensure the Footsteps website is clear to use.	Website Manager	Ongoing	Delivery of information to students with disabilities and their parents.
Consult with Disability Information Service about the best way to make information available, especially in relation to students with sensory impairment and ASD.	Increase levels of awareness amongst staff responsible for information.	PM, SENO and HOTL	Ongoing	Information for disabled students well managed.