



Explore, fulfil and flourish

Founded with the vision of the 'love I bear learning', we realise Joyce Frankland's original purpose through our values. We also recognise her wider vision, that students and staff would be 'good members of the Common Wealth' ensuring that all members of the community flourish.

Our Values

At Joyce Frankland Academy, Newport, we believe that the qualities expressed by 'The 4 I's', are essential to establish life long learning.

- Independence – *The ability to be self-reliant, self-confident, resilient and show initiative.*
- Imagination – *The ability to be creative and inventive.*
- Inquisitiveness – *The desire to be curious and interested.*
- Insight – *The ability to look beyond the obvious.*

Joyce Frankland Academy, Newport

ACCESSIBILITY PLAN

Policy updated: 28.09.19

Approved: By: Duncan Roberts: Principal 30.09.19

Introduction

All educational establishments are required under the Equality Act 2010 to have an accessibility plan. The purpose of which 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

The Academy aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind and making 'reasonable adjustments' for students with disabilities to alleviate any substantial disadvantage they may face in comparison with non-disabled peers. Our Academy is also committed to ensuring staff are aware of how to support all students, including understanding how to mitigate against any disability issues. Our ultimate aim is to remove any potential barriers so that all students are able to work towards the Academy vision: Explore, Fulfil and Flourish

The Academy supports any available partnerships to develop and implement our plan.

Legislation

This document is in line with schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Definitions

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.

Implementation



Joyce Frankland Academy Newport School is committed to working on a plan to increase the accessibility for disabled students over time.

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The plan will focus on:

- improving access to the physical environment of the Academy
- improving access to information for disabled students
- improving access for disabled students to the Academy's curriculum and curriculum related activities

The plan will be drawn up using input from a variety of stakeholders:

- students with learning difficulties/disabilities
- staff and parents with disabilities
- specialist teachers and other Local Authority links
- any other agencies who may help to identify practices and arrangements that act as a barrier to including disabled students such as local voluntary organisations

The nature and content of the plan will depend on:

- our disabled student population
- any prospective students who are disabled
- the size of our Academy
- the resources available
- the strategic steer given by the Local Authority

Roles and responsibilities

It is the responsibility of Principal to ensure that:

1. disabled staff, students and users of the Academy are not disadvantaged because of their disabilities
2. consultations on the development of the Accessibility Plan will involve interested individuals and groups
3. all breaches of good practice are addressed promptly, using informal procedures where possible but implementing formal procedures where necessary

It is the responsibility of the Assistant Principal: SEND with support from the Site Manager to draw up the Accessibility Plan, with further support from external agencies where required.

It is the responsibility of the Governing Body to approve the Accessibility Plan and to monitor its effects.

It is the responsibility of all staff to familiarise themselves with and comply and implement the plan in accordance with professional standards.

Complaints

Our Academy complaints procedures cover the accessibility plan. If you have any concerns relating to accessibility at the Academy, these procedures, which can be accessed via our website or via contacting our reception, set out the process for raising these concerns.