

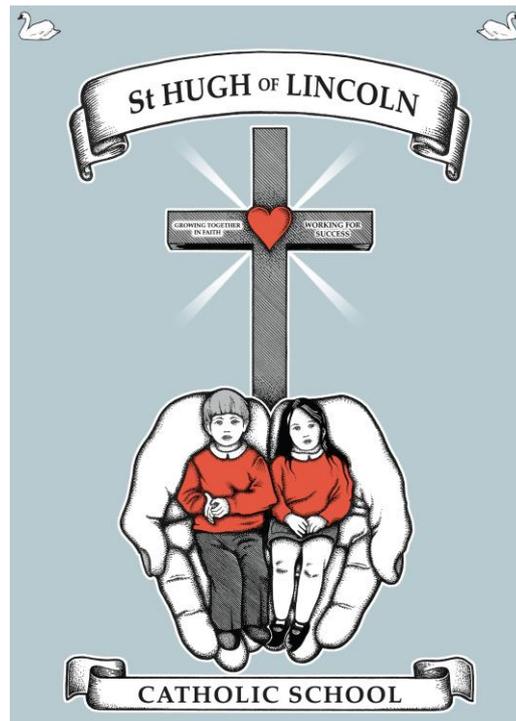


Accessibility Plan

Date of Policy: October 2016

Review Date: October 2019

Mission Statement





Accessibility Plan – 2016-2019

Background

Under the Equality Act 2010, the school is required to publish its Accessibility Plan – updated every three years – whose effect is to increase the extent to which disabled pupils can participate in the school's curriculum, improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

We aim to

- develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life
- address the needs of all our children, parents, staff and the wider community.
- Continue to work with any outside agencies which can advise staff and support pupils within school.

From September 2002, the Governing Body must fulfil three key duties towards disabled pupils as stated in the SEN and Disability Discrimination Act (DDA) 1995 (part 4):

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

Our definition of disability is adopted from the DDA as follows: “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.”



Action	Action Required	Person Responsible	Success Criteria	Timescale
Identify pupils who have disabilities	Ensure current definition of disability is understood by all staff so pupils are identified	SENCO	<ul style="list-style-type: none"> All staff have clear understanding of current definitions of disability 	Ongoing
Enable participation by disabled pupils in all aspects of school life	Promote the inclusion of pupils with disability	SENCO	<ul style="list-style-type: none"> Pupils with a disability are represented and supported in articulating needs of all disabled pupils 	Ongoing
	Pupils with disabilities and their parents/carers/stakeholders identify the barriers in participating in the school community	Headteacher Governing Body SENCO	<ul style="list-style-type: none"> A formal process exists for consultation with all stakeholders Consultation feedback Identifies targets for plan Prompt action is taken to remove barriers 	Ongoing
	Audit participation of pupils with disabilities to ensure that they are able to participate in all aspects of school life, including extracurricular activities and identify any barriers	SENCO	<ul style="list-style-type: none"> Records of participation are kept and monitored Immediate action is taken to make 'reasonable adjustments' for each pupil to remove any exclusion 	Ongoing
	Monitor the physical access of disabled pupils into the school environment	Headteacher Governing Body SENCO	<ul style="list-style-type: none"> Ensure suitable access to all areas of school buildings 	Ongoing



	Ensure recruitment policy considers all appropriately qualified people who have a disability and does not discriminate intentionally or unintentionally	Headteacher Governing Body	<ul style="list-style-type: none"> People who have disabilities are welcomed to apply for jobs and are able to state that they have been treated equally, regardless of outcome 	Ongoing
	Information and advice is obtained from Local Authority, external specialist and other agencies/schools on specific need, teaching and inclusion strategies as well as promoting good practice	Headteacher Governing Body SENCO	<ul style="list-style-type: none"> School is regularly consulting external agencies for advice and information to have the necessary knowledge and expertise to meet the needs of pupils with disabilities 	Ongoing
All staff able to deal with emergencies	All staff to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in the use of specific medical equipment	Headteacher SENCO	<ul style="list-style-type: none"> All staff showing confidence and competence in dealing with emergencies and unforeseen developments 	Ongoing
Monitor how well pupils with disabilities are achieving academically and socially	Identify which pupils with disabilities are SEN and those who are not. Include individual pupil pathways, as appropriate. All new staff to be aware of pathway through induction.	SENCO	<ul style="list-style-type: none"> Systems in place monitoring academic and social progression and differentiation Parents/carers are involved in process 	Ongoing



All curriculum programmes, schemes of work and resources cater for the needs of pupils with disabilities to ensure achievement	All subject leaders monitor all programmes and resources to ensure they are fit for purpose. All new staff to be aware of plan through induction. Ensure teaching staff develop their knowledge of different teaching and learning styles.	Headteacher Subject Leaders	<ul style="list-style-type: none"> All curriculum programmes, schemes of work and resources cater for the needs of pupils with a disability without discrimination Teaching staff show competence and confidence in using different teaching and learning styles 	Ongoing
All school policies actively promote the educational opportunities, welfare and inclusion of all pupils with disabilities	All policies must be 'live', constantly updated and are the basis of good practice to meet changing needs, as required. All new staff to be aware of policies through induction	Headteacher Subject Leaders Governing Body	<ul style="list-style-type: none"> All policies are constantly updated in response to changing needs Cohesive and robust policies promote a framework of current good practice 	Ongoing
Ensure all staff and stakeholders are aware of Accessibility Plan	Plan to be available to all staff and stakeholders. Implementation of plan to be discussed at staff meetings. All new staff to be aware of plan through induction	Headteacher	<ul style="list-style-type: none"> All staff and stakeholders are implementing plan 	Immediately
Eliminate all discrimination and harassment of disabled pupils/stakeholders	Strict reporting and recording procedures to ensure that pupils/stakeholders with disabilities are not being bullied or harassed. New staff to be aware of plan through induction	Headteacher All staff Pupils Parents/Carers	<ul style="list-style-type: none"> Incidents of discrimination and harassment are zero 	Ongoing



Promote positive attitudes towards pupils and all others with disabilities	Celebrate and highlight key national/local events such as Paralympics, Deaf Awareness and Learning Disability Week. Review EPR curriculum. Promote outside visits from disability groups	Headteacher All staff	<ul style="list-style-type: none"> Pupils are demonstrating that they understand and have a positive attitude towards disability 	Ongoing
All pupils take the responsibility of helping each other to achieve their goals	Identify good practice in other schools. Formulate plan to include peer support and learning partners in each class	All staff SENCO	<ul style="list-style-type: none"> The school has an effective system of peer mentoring and support in line with Mission Statement 	Ongoing
Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities	Ensure different communication forms are available in school and are accessible. Ensure that communication from school is accessible to all parents and carers. This should include website/notice boards/phone calls, information sessions	SENCO Office staff	<ul style="list-style-type: none"> The school is enabling pupils to learn and communicate through varied formats that are matching individual needs The school monitors all communication formats to ensure all stakeholders are able to receive information 	Ongoing
Ensure ICT is appropriate for pupils with disabilities	Audit ICT provision. Provide training for staff to ensure they are confident in supporting pupils with disabilities to access resources, including ICT	Headteacher Governing Body ICT Subject Leader All staff	<ul style="list-style-type: none"> School has an ICT policy and plan to benefit all pupils with disabilities Teaching staff are competent and confident in using resources 	Ongoing



All staff and Governors undertake training	Ensure adequate opportunity to enable all staff and Governors to carry out current legislation and meet Accessibility Plan	Headteacher Governing Body All staff	<ul style="list-style-type: none"> ○ Staff and Governors are being trained to support the diverse needs of pupils with disabilities 	Ongoing
All staff make classrooms accessible	Circulate a 'reasonable adjustments' classroom checklist to all staff. Ensure all classrooms are organised in accordance with pupil need. Ongoing training in disability awareness	Headteacher All staff	<ul style="list-style-type: none"> ○ Effective learning environments for pupils with disabilities have been maximised through: ○ Planning use/changing space ○ Lesson observation ○ Sampling lesson planning ○ Feedback from pupils 	Ongoing
Consult with pupils with disabilities and other stakeholders about improving access to school environment	Formal consultation process half-yearly. Issues identified are considered to ensure that improved access meets the needs of pupils with disabilities	Headteacher SENCO Governing Body	<ul style="list-style-type: none"> ○ A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make 'reasonable adjustment' ○ Prompt action taken to remove barriers ○ Register of 'reasonable adjustments' is maintained and consistently updated to improve access and safety 	Every 6 months



Consult with pupils with disabilities and other stakeholders to ensure the whole school grounds and other provision used by the school are considered	Areas other than those identified by the consultation are considered to ensure that the development of the school grounds and other provision meets the needs of pupils with disabilities	Headteacher Governing Body	<ul style="list-style-type: none"> ○ A formal process consults with all stakeholders. Consultation feedback identifies targets for plan to make 'reasonable adjustment' ○ Prompt action taken to remove barriers ○ Register of 'reasonable adjustments' is maintained and consistently updated to improve access and safety 	Ongoing
Meet the requirements of current legislation in relation to access	Resources Committee complete an annual access audit and undertake 'reasonable adjustments' to improve access and space	Headteacher Resources Committee	<ul style="list-style-type: none"> ○ 'Reasonable adjustments' made within agreed timescale to improve access and space 	Ongoing
Disabled parking and toilets	Keep under review the need for disabled parking Continue audit disabled toilets	Headteacher Resources Committee	<ul style="list-style-type: none"> ○ Parking and toilets are accessible to all ○ Signage has information and awareness 	Ongoing
Risk assessment enables pupils with disabilities to full access as far as possible	Specialist advice sought Training for staff in risk assessment for varied school activities to include: trips, extracurricular activities and fire and emergency evacuation	Headteacher Governing Body	<ul style="list-style-type: none"> ○ All staff trained in risk assessment including extracurricular activities, trips and fire and emergency evacuation ○ Emergency procedures in place and clearly understood by all. Have sound procedures in place for fire and emergency, trips and evacuation of people with disabilities from premises ○ Physical environment is improved through constant monitoring 	December 2017

