

## Accessibility Plan 2017-2020

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

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.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

- Students with SEND have a right to attend after-schools clubs. The school will try wherever possible to help with transport and supervision.
- Students with SEND are invited to join any trips, either curricular or enrichment based. Teaching Assistants will accompany students, if necessary, to safeguard them and ensure an appropriate student/adult ratio.
- If there are barriers that hinder a student's progress in a particular subject, it is the school's responsibility to reduce/remove these.
- Students with SEND have access to the full curriculum.
- Assemblies, PSHE, and across the curriculum, diversity and equality is promoted and celebrated.
- Students with SEND have positions of responsibility across the school, e.g. school councillors

### **Improving access to the physical environment of the school**

- Buildings are adapted to ensure that the majority of areas are physically accessible for people with disabilities.
- Pathways around the setting are accessible.

- Disabled parking is available for pupils, parents and visitors.
- Emergency and evacuation systems are accessible to all (Personal Evacuation Plans are in place for those who need them).
- A calm, sensory area is available to pupils.
- Accessible toilets and changing facilities are located appropriately.

### **Improving the delivery of written information to disabled pupils**

- Students with SEND are assessed to establish whether the school needs to make an application for support in formal examinations, i.e. through the use of a reader, scribe, extra time, prompt, rest breaks or modified papers.
- Visual and dyslexia friendly teaching and learning is encouraged throughout the school.
- Handouts and/or powerpoints are produced for identified learners so that processes such as copying from the board can be avoided.
- Phone calls and texting is used for parents who prefer to communicate that way.
- Timetables are visually personalised for those who prefer or need it.

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To have whole school access to voice activated software to aid reading and recording of work.	<ul style="list-style-type: none"> <li>• Purchase iPads for each class</li> <li>• Dragon dictation software to be bought and uploaded onto the school network.</li> </ul>	Kim Alway IT technicians	short	July 2017	
Effective, fit for purpose sensory garden/outdoor learning space is created for ARB pupils and children with SEND.	<ul style="list-style-type: none"> <li>• Seek quotations for such work</li> <li>• Complete grants for monetary support.</li> </ul>	ARB teacher Chair of Governors Academy project manager	Long	Sept 2018	
Additional disabled parking is created. Parking is safe for all users.	<ul style="list-style-type: none"> <li>• Complete risk assessment for current provision</li> <li>• Seek quotations for such work</li> <li>• Complete grants for monetary support</li> </ul>	Site manager Chair of Governors Academy project manager	Long	Sept 2018	

<p>To ensure access to the whole school for wheelchair users and children/Adults with SEND.</p>	<ul style="list-style-type: none"> <li>• Whole school audit</li> <li>• Lift to be considered to allow pupils access to downstairs without having to leave the building.</li> </ul>	<p>Site manager Chair of Governors Academy project manager</p>	<p>Long</p>	<p>July 2019</p>	
<p>Improved outdoor play facilities to ensure they are accessible for all.</p>	<ul style="list-style-type: none"> <li>• Outdoor audit.</li> <li>• Access to the playground is improved so wheelchair users can self-propel up to and from the playgrounds.</li> <li>• Improved access to the lower field for wheelchair users/children who need assistive equipment e.g. walking frames.</li> </ul>	<p>County support team Chair of governors Site manager</p>	<p>Medium</p>	<p>September 2017</p>	
<p>Classrooms are wheelchair friendly</p>	<ul style="list-style-type: none"> <li>• Classroom audit</li> <li>• Building extensions to smaller classrooms.</li> <li>• Gaining grants/fundraising to support these extensions.</li> </ul>	<p>Site manager Chair of Governors Academy project manager</p>	<p>Long</p>	<p>July 2020</p>	

