

Treverbyn Academy Accessibility Plan 2018-2019

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

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Sensory areas for children to have their sensory needs met.
- Wellbeing room for focussed interventions around emotional needs.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Available ramps for wheelchairs with access to more than one area.
- Hand rails fitted for use within classrooms to get out and in safely.
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Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- Individual timetables used.
- Individual meetings with parents
- TAC meetings.
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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.

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Children will be able to independently get down to the playground.	Ramps outside to be lowered in order for this to be safe.	ASPIRE site team	medium	6 months	Liase with Nina
There will be enough disabled parking bays to equip the needs in the school.	Disable bay to be made in school main car park.	James Gentile	Long term	12 months	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Children are able to meet their sensory needs throughout the school.	Sensory areas provided in all classrooms	RB	Long	12 months	
School needs to determine if there are any accessibility gaps in the curriculum for current pupils with DSEN.	Staff meetings to discuss curriculum topics and the needs of each class.	School staff	Medium	6 months	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All staff are aware of any information around specific children.	Regular staff meetings/class team meetings. Regular safeguarding meetings including SENDCo	SLT	Short term	3 months	
Provide written information in alternative formats	Written information is fully accessible to all with visual impairments where needed.	ICT staff	Medium	6 months	
People with SEN may not be able to fully access all areas of the School website.	Website is fully accessible for all.	ICT staff	Medium	9 months	