Accessibility Policy and Plan

Date Policy Developed	19/01/2015
Ratified by Cttee	17.01.19
Next Review (3 yrs)	Spring 2022

Overview

Under the provisions of the Equality Act 2010 this school recognises the need to provide adequate resources for implementing an accessibility plan and we will ensure that the plan reflects our Disability, SEN and Equality Policies. In line with those policies we will take the necessary steps to ensure that every young person, their families and also employees are given equality of opportunity to develop socially, work, participate and learn and to enjoy community life.

Objectives

1. Increase the extent to which SEN and disabled pupils can participate in the curriculum
2. Improve the physical environment of school to enable SEN and disabled pupils to take better advantage of education, benefits, facilities and services provided, and
3. Improve the availability of accessible information to SEN and disabled pupils

Strategy:

1. The school will identify the nature of the school population including pupils and staff already in school and moving through it and the nature of the future intake (using advance information from pre-school/primary school etc).
2. The school will audit the school's strengths and weaknesses in working with disabled pupils and staff with the aim of continual improvement.
3. The school will review the opportunities for the participation of disabled pupils in after school clubs and school visits.
4. The school will review the building and identify parts of the school to which disabled pupils and staff have no or limited access.
5. The school will consider the impact on disabled pupils and staff on the way the school is organised, for example, school policies and practices around the administration of medicines and the physical environment of the school.
6. The school will review the ways in which information is currently provided for disabled pupils and staff.
7. The school will report its findings to key stakeholders without breaching confidentiality.
8. The plan will be informed by the views and aspirations of disabled pupils themselves and their families.

Overview - The plan:

The access plan will be very specific to this school based on the information gathered and consultation results. The plan will address the three areas of improving:-
1. The physical environment.
2. Access to education, benefits, facilities and services.
3. Access to information usually provided in written form,

and it will set out strategies for funding, monitoring, evaluating and reviewing the plan

Audit:

The school will use the following audit to assess its strengths and areas for development and then to plan the changes that it needs to make

Part 1: Physical environment
a. Toilet, Changing and Personal Care Facilities
Does the school have adequate facilities currently?
1. Is there an accessible toilet facility that is large enough to accommodate a toilet and washbasin, bed, hoist and space for child, wheelchair and up to two adults?
2. Do we have private and well-equipped areas for personal care and showering? Is there space for space for child, wheelchair and up to two adults?
3. Is there a toilet cubicle that is slightly larger than average with handrails?
4. Is there a medical room where necessary treatment and therapy can be carried out in private?
5. Do job descriptions for new support staff ensure that meeting the medical needs of disabled pupils is included?
6. Is there a policy and strategy for the safe keeping and administration of medicines?
7. Is there a known emergency response strategy in care of a medical emergency and are staff adequately trained in first aid in line with the statutory requirements?
8. Are urgent contact lists up to date and accessible in an emergency?

b. Physical Accessibility:
1. Upper floors - Do we have upper floors or areas accessed by steps? Have we assessed the implications of physically disabled pupils accessing them?
2. Lifts – If we have lifts is there an alternative method of returning the pupil to the ground floor in case of emergency, fire or lift failure?
3. 'Evac' type chairs – where we have stairs or steps do we need 'Evac' chairs and are staff trained to use them? Do we have clearly identified in the plans for individual pupils and in the general evacuation procedures for disabled visitors?

4. If we have upper floors or steps but no physically disabled pupils currently, have we made plans for potential pupils in line with our 'anticipatory duty'?
5. Many physically disabled pupils are using powered wheelchairs which can be quite large. Is there any older accessible equipment may too small for modern larger wheelchairs? E.g. older lifts and toilets.
6. Does the school need to plan to improve access for power chair users in accessing the school site? e.g. gardens, nature trails, ponds etc.
7. Are there allocated parking spaces for the parents of disabled pupils and do we ensure that the space is not used inappropriately, or blocked by other vehicles?
8. Is the access into school from the parking space level with no obstacles?
9. Are there any heavy doors, sharp narrow turns and cluttered corridors that might be barriers to access? Where classroom space is tight, have adjustments been made to classroom layout in order to facilitate access?
10. Will some disabled pupils need specialist furniture in order to access the curriculum? (Schools have a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment).
11. Is the school aware of any existing support to purchase any necessary equipment?

Part 2: Access to the curriculum and learning:

1. Are all areas of the curriculum available to pupils regardless of their disability?
2. Where an activity cannot be made accessible or would be inappropriate is an alternative activity planned for?
3. When we plan to improve access to the curriculum have we identified any reasonable adjustments needed to offer an equality of opportunity?
4. Do we offer and plan specific staff training will improve access to the curriculum to overcome the impairments of our disabled pupils?
5. Do we have plans and allocated funds for purchasing specialist equipment that will increase access to the curriculum for disabled pupils? E.g plans to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.
6. During our monitoring evaluation and review strategy for classroom observation do we review of the participation of disabled pupils during lessons and use observations to inform future developments in inclusion?
7. Access to school visits can be problematic for some disabled pupils. Do we keep the school's visits policy under review and use accessible venues and transport providers?
8. Are the school minibuses accessible for pupils with mobility difficulties especially if they are wheelchair users? Will it be more cost effective to plan to have their own accessible transport for the future rather than using private providers?
9. Are the needs of pupils with hearing and visual impairment considered – hearing loops in classrooms, large print texts, ICT equipment and computers?

Part 3: Access to written information

- Are there plans in place to investigate and provide symbol software to support learners with reading difficulties?
- Are we proactive increasing staff awareness of font size and page layouts to support pupils with visual impairments?
- Has the school library been audited to ensure the availability of large font and easy read texts will improve access?
- Has the signage around the school been audited to ensure that is accessible to all?

Making it happen

It is important that our plans

1. Allocate lead responsibilities
2. Set out clear timescales
3. Identify necessary resources
4. Have clear outcomes
5. Build in review mechanisms and dates
6. Should be reviewed annually and renewed every three years.
7. Should be easily available to interested parties.

NB

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Access Plan
Part 1: Physical environment
a. Toilet, Changing and Personal Care Facilities

1.	Areas For Improvement	Improvement of changing area
2.	Intended Outcomes	Improved space for changing children with personal hygiene needs (inc 2 adults)
3.	Actions	Write a plan
4.	Resources	SEN time
5.	Time Scale	Sept 2018
6.	Lead responsibility	HK/DH
7.	Monitored Evaluated and Reviewed By	SLT
8.	Reported to Governing Body	

b. Physical Accessibility

1.	Areas For Improvement	Playground
2.	Intended Outcomes	Increase accessible space for playtime
3.	Actions	Create play area around the new portacabin
4.	Resources	School budget/PTA donations
5.	Time Scale	July 2019
6.	Lead responsibility	SLT
7.	Monitored Evaluated and Reviewed By	JW
8.	Reported to Governing Body	

Part 2
a. Access to the curriculum and learning:

1.	Areas For Improvement	Allocated funds used to purchase specialist equipment
2.	Intended Outcomes	Specialist equipment available to ensure all children can access the curriculum
3.	Actions	SenCo to audit and resource specialist equipment
4.	Resources	SenCo release time, SEN budget
5.	Time Scale	March 2019
6.	Lead responsibility	DH
7.	Monitored Evaluated and Reviewed By	SLT
8.	Reported to Governing Body	

Part 3
a. Access to written information

1.	Areas For Improvement	Access to written information
2.	Intended Outcomes	Children with reading difficulties can access written information
3.	Actions	All staff trained complete refresher training in dyslexia friendly strategies
4.	Resources	Staff meeting time, resources as necessary
5.	Time Scale	April 2019
6.	Lead responsibility	DH

7. Monitored Evaluated and Reviewed By	SLT
8. Reported to Governing Body	