

Accessibility Plan 2019-2022

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 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 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

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils, with a disability, medical condition or other access needs. Provision may include: liaison with specialist, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Improving access to the physical environment of the school

Our key aim is to improve the physical environment of the school to increase the extent to which pupils with a disability, medical consideration or other access needs can access education and associated services.

Improving the delivery of written information to disabled pupils

Our key aim is to improve the delivery of written information to pupils, families, staff and other members of the school community.

Accessibility Action Plan

Access to the physical environment – statutory			
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Time Frame
Appropriate consideration to be given wherever physical school improvements are made.	The school will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	SLT, LGAB and Directors	ongoing
Reasonable adjustments to be made for pupils with a disability, medical condition or other access requirements to ensure safe evacuation in an emergency.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure actions, including emergency evacuation procedures, are clear.	Head of School, SENDCo	ongoing

Access to the curriculum - statutory			
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Time Frame
Provision in place ready for when the child starts school.	To identify pupils who may need adapted or additional provision through liaison with pre-school providers to prepare for the new intake of children into foundation each year.	EYFS lead / SENDCo	May to July annually
Provision in place ready for when the child starts school.	To identify pupils who may need adapted or additional provision through liaison with educational establishments to prepare for children who transfer within year.	Head of School / SENDCo	ongoing as required
All policies reflect inclusive practice and procedures.	To review policies to ensure that they reflect inclusive practice and procedure in compliance with the Equality Act 2010.	SLT, LGAB and Directors	ongoing
Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.	Ensure collaboration and information sharing between schools, families and outside agencies.	SLT, SENDCo, staff and outside professionals	ongoing
Appropriate considerations and reasonable adjustments made for pupils with additional needs to ensure inclusion in the wider curriculum including trips	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure	SLT, SENDCo, staff and outside professionals	ongoing

and extra-curricular provision.	actions, including emergency evacuation procedures, are clear.		
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Access to information advice and guidance - statutory			
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Time Frame
Appropriate considerations and reasonable adjustments made to enable access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Head of School, SENDCo	ongoing
Appropriate considerations and reasonable adjustments made to enable parents with a disability, medical condition or other access requirements so they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Staff	ongoing