Accessibility Plan

Reviewed by	Josie Payne (Head Teacher)
Review Frequency	January – 3 Yearly
Approval	FGB
Approval date	January 2022
Next review due	January 2025

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. This document states that the purpose of an Accessibility Strategy or Plan is for:

(a) increasing the extent to which disabled pupils can participate in the school curriculum;

(b) improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;

(c) improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

The plan also considers the guidance contained in 'Supporting pupils at school with medical conditions' (issued by the DfE in Sept 2014) which states that: 'Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.'

The Special Educational Needs and Disability Code of Practice issued in Jan 2015 also ensures that Schools meet their responsibilities in supporting young people equally.

Definition of Disability
Disability is defined by the Disability Discrimination Act 1995 (DDA):
"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 Objective
To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability as described or above or with a disability which may be temporary due to ill health.

Principles
Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA 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 and staff will have regard to the DRC Code of Practice (2002)

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum

Setting suitable learning challenges

Responding to pupils' diverse learning needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities
The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
The school's arrangements to improve access to the curriculum is through devising and implementing appropriate staff training and development

b) Physical environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
Plans for improvement in school's premises are contained within the school development plan. The monitoring and evaluation process is conducted by the Site Manager and the Admin/Finance Officer with overall responsibility held by the Headteacher. Site Health & Safety inspections are held termly and annually and reported to the Headteacher.

c) Provision of information
The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Financial planning and control
The Headteacher with Senior Management Team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan incorporating the Building and site development plan
- Staff training and development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

Date of Plan: July 2020
Date of Review: Summer Term 2021

Member of staff responsible: Headteacher
Governors & Committees responsible: Chair of Governors, with the
Vice Chairman of Governors, and the Senior Management Team.

This plan was drawn up by the Headteacher in consultation with the
School staff.

The following were consulted on the plan:
- Governors date: September 2020
- Teaching Staff date: September 2020
- Support Staff date: September 2020

The revised plan was approved by the governing body on:

Appendix 2 - Accessibility Plan

School: Glenwood School   **Date: 2020- 2023**

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities	School is accessible to all pupils	Every 3 years	New disabled toilet to be built summer 2020 Storage units removed from corridors and replaced with coat hooks	Head Teacher Governing Body Site Manager	Governor minutes – H&S link governor Health & Safety Meeting with Site Manager
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes:	Annually	Signs Clicker device	Teachers LSA's	SLT termly audit

	• Internal signage • Large print resources • Clicker communication device • Pictorial or symbolic representations				
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Phase meeting Update SIMS Pupils' views survey	SLT Admin Team	SLT
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Risk assessments Pre-trip visits	Teaching Staff Head teacher	Extra-curricular Log
School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits	Ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote	Lessons start on time, without the need to make adjustments to	Ongoing	Visual timetables Now and next cards	Teaching Staff Head teacher	Learning Walks

the participation and independence of all pupils	accommodate the needs of individuals		Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases		
Training and awareness raising of disability issues for staff, governors , parents and pupils	Whole school community awareness of the issues relating to access within school	Internal CPD	Understanding of differing needs and disabilities	SLT	Training records Evidence of parental participation
Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	Ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	SLT	Children have access to ICT equipment to help them with the recording of their work
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Identify alternative route for evacuation from classroom. Fire drills to prepare for actual event at different times of the day with all staff members	Head teacher All Staff	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	Ongoing	Specialist resources and support from outside agencies	Head teacher Admin Team	Feedback indicates delivery of school information to parents/ carers /school community improved
Ensure that parents/ carers who have a disability can receive information and	All parents / carers have appropriate access to the information the school shares	Ongoing	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on	Head teacher Admin Team	Copies of information kept on file

reports by an alternative method	Specific arrangements made to meet identified needs		preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g. translated into appropriate language, available in large print		