



### Disability Access Plan

## Introduction

It is a requirement of the Equality Act 2010 that the school has an Accessibility Plan which is reviewed every 3 years.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The governing body of a school has 3 key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher..

We are required to anticipate the needs of disabled students in general and to make "reasonable adjustments " to ensure that individuals are not substantially disadvantaged, though there are some limits to this. Some examples of reasonable adjustments might be:

- providing special equipment, such as specialist seating or portable induction loops in classrooms
- to provide pupils with printed copies of Smartboard screens, or hand outs
- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

**The definition of disability is that set out in the Special Educational Needs and Disability Act and includes people who have any of the following:**

- physical disability
- sensory impairment (e.g. visual, hearing)
- mental health problems
- chronic illness (e.g. asthma, epilepsy, diabetes)
- medical conditions which may cause pain or other symptoms which affect the ability to study (e.g. side effects of treatment, poor attention, poor concentration)
- Autistic Spectrum Disorder
- specific learning difficulties (e.g. dyslexia)
- any other condition which has a significant effect on the ability to study(e.g. dyspraxia).

Our support services aim to treat every person as an individual, with needs which may differ from those of other people with a superficially similar disability. So we do not have a "set of procedures for students with dyslexia" or a "set of procedures for visually impaired students".

Each person's needs are considered individually. We are committed to improving access within the limitation of the physical structure of the buildings and other resources.

We are endeavouring to make improvements wherever we can and whenever we can. We will identify areas of responsibility and whether it rests with Local Authority or the school.

The Governors and Head Teacher will make provision, where possible, to meet the needs of individual children and adults. As a school, we are committed to improving access to the disabled and will do so as we make alterations to the school buildings or redecorate internally. We will seek advice from a range of agencies as well as the LA. If there is a need to provide resources of any kind in order to enable access to the building or the curriculum, we will seek advice and endeavour to meet the needs of any individual.

### Physical Access Action Plan

| Access Considerations<br>Key Issues | Action   | Responsible Person(s)            | Priority | Cost / comment        |
|-------------------------------------|--|----------------------------------|----------|-----------------------|
| Access to the curriculum            | All pupils must have access to the curriculum at a level appropriate to them.  | Governors                        | 1        | Asset Management Plan |
|                                     | Ensure access to the curriculum becomes part of the remit for the Governors' Curriculum and Personnel committee.   | Curriculum & Personnel Committee | 1        |                       |
|                                     | Audit the school's curriculum for disability awareness.  | Inclusion Manager                | 1        |                       |
|                                     | Audit current practice on inclusion  | Inclusion Manager                | 1        |                       |
|                                     | Purchase resources to support inclusion if necessary and make other changes to improve curriculum access i.e. install induction loops, provide mice for children with fine motor difficulties. | Inclusion Manager                | 2        |                       |
|                                     | Ensure classrooms can be adapted to offer disabled access as required  | Head Teacher                     | 2        |                       |
|                                     | Review accessibility of ICT  | Inclusion Manager                |          |                       |
|                                     | Train teachers, TAs and admin staff on the use of Communicate in Print.  |                                  | 1        |                       |
|                                     | Ongoing programme of staff training in disability awareness to reflect the diverse needs of students with in the school.   | Inclusion Manager                | 1        |                       |
|                                     | Audit participation in extra-curricular activities such as Forest Schools and identify any barriers.   | Inclusion Manager                | 1        |                       |
|                                     | Ensure school activities are accessible to all   |                                  | 1        |                       |

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|   | students.   |                                 |            |                                     |
| <b>Access offsite activities</b>  | Review policy to ensure that there is statement about positive inclusion in off site activities.  | Headteacher                     | 2          | Staff trained in off site provision |
| <b>Children with Special Educational Needs and Disabilities</b>   | Refer to SEND Policy and Learning and Teaching Policy<br><br>Arrangements are in hand for staff training and refresher training on awareness of SEND  | Inclusion Manager               | 1<br><br>1 |                                     |
| <b>The car park</b><br>Maintain emergency access to the main entrance and rear of the building. Prevent parking in driveway. There should be one parking bay near the entrance for a disabled driver or drop off point. | Yellow lines and diagonal markings have been painted – this means the drive should be kept clear. This will enable disabled drivers to park close to the entrance.<br><br>Marked bay to allow parking for a person with a disability. | Site Manager<br>HT<br>Governors | 2<br><br>1 |                                     |
| The pathways from the pedestrian entrance are clear and well maintained. The LA is responsible for providing handrails on external paths and steps.   | The Governing Body will continue to request that the LEA fulfils its duty in maintaining paths in a good condition.   | Site Manager<br>HT<br>Governors | 3          |                                     |
| There are 2 vehicular entrances, one of which is locked and a barrier put in place at key times. There is a tarmac drive around the back of the site  | Ensure effective maintenance  | HT & Governors                  | 3          |                                     |
| <b>Pupil entrances and play spaces</b><br>Ensure that there is wheelchair access to as many classrooms  | Identify which classrooms could be accessed if minor alterations are required.  | HT & Governors                  | 2          |                                     |

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| as possible. In many cases this would need major building alterations.  |   |                   |   |  |
| There are separate pedestrian entrances, one which is accessed via Oxhath Crescent and one to the side of the main gates. | Ensure effective maintenance  | HT & Governors    | 3 |  |
| There is a level tarmac playground at the rear of the building  | Ensure effective maintenance. This needs to be highlighted as appropriate on the Asset Management Plan & raised with the LA. This area needs resurfacing. | HT & Governors    | 3 |  |
| There is a large field to the rear of the school  |   | HT & Site manager | 1 |  |
| Reception play space in enclosed(fenced) area of playground with part roof and soft play surface.                         |   | HT & Governors    | 3 |  |
|   |   | HT & Governors    | 3 |  |
| <b>Signage and wayfinding</b>   | Improve signs for clarity.<br>Fit sign with school's name and direction arrow on fence and fit sign by vehicular entrance.                                | HT                | 2 |  |
| <b>Entrance Hall</b><br>There is a reception window and a shelf 840mm high.   | Ensure effective maintenance  | HT & Governors    | 3 |  |
| There is no hearing enhancement system and no information in alternative format.  | Review and provide appropriate signage  | HT & Governors    | 1 |  |
| The office is laid out to allow wheelchair access.  | Any changes are monitored   | HT & Governors    | 3 |  |
| There is a disabled toilet with appropriate facilities  | Any changes are monitored   | HT & Governors    | 3 |  |
| <b>Staff Facilities</b>   |   |                   |   |  |

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| This is laid out for non-disabled persons only. The door has a clear opening width of 750mm. There is a small kitchen area for snacks with a fixed worktop at 900mm. | Any changes are monitored | HT & Governors | 3 |  |
| <b>Fire evacuation.</b><br>Ensure evacuation procedures recognises needs of those with disabilities.   |                           | Governors      | 1 |  |

## General Action Plan

| Target  | Tasks   | Timescale | Resources | Responsibility                  | Monitoring   |
|---|---|-----------|-----------|---------------------------------|--|
| <b>Access to Curriculum</b><br><br>Ensure ICT appropriate for pupils with disabilities.                                 | <ul style="list-style-type: none"> <li>Review accessibility of ICT using specialist expertise. Involve pupils in review of hard &amp; software.</li> <li>Prioritise new software to purchase.</li> <li>Train TAs and admin staff on use of Communicate in Print.</li> </ul>   | Summer 20 |           | Inclusion Manager<br>IT manager | Leadership Team  |
| <b>Access to Curriculum</b><br><br>Create effective learning environments for all utilising feedback from pupil groups. | <ul style="list-style-type: none"> <li>Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>Review PE and Staying Healthy</li> </ul> | Ongoing   |           | All staff                       | Inclusion Manager through lesson observations and sampling lesson planning<br><br>Leadership Team and Governors<br><br>PE Co-ordinator |

January 2020 to be reviewed January 2023

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|  | Curriculum.   |  |  |   |                                  |
| <b>Access to wider curriculum</b><br><br>Increase participation in school activities.                            | <ul style="list-style-type: none"> <li>Audit participation in extra-curricular activities and identify any barriers.</li> <li>Ensure school activities are accessible to all students.</li> <li>Investigate TA flexibility to cover extra-curricular activities if needed.</li> <li>Seek advice from IDS re alternative accessible venues for residential trips.</li> </ul> | Summer 20                                  | Governors to identify contingency budget for TA cover for extra-curricular activities if needed.<br><br>Training needed on risk assessments for trips and extra-curricular activities. | DH Governors  | Leadership Team<br><br>Governors |
| <b>Impact Analysis</b><br><br>Ensure all policies consider the implications of Disability Access.                | <ul style="list-style-type: none"> <li>Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Involve School Council in all</li> </ul>   | Spring 20<br><br>April or Sept 2020        | Leadership Team and Inclusion Manager time to review policies.<br><br>Development time for homework section of the website. Decide whether to do in house or pay external provider.    | Leadership Team and Inclusion Manager   | Governors                        |
| <b>Premises</b><br><br>Increase site access to meet diverse needs of pupils, staff, parents and community users. | <ul style="list-style-type: none"> <li>Review personal evacuation plans.</li> <li>Look into feasibility of a low arousal space.</li> <li>Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>Review new signage of room functions.</li> </ul>  | March 2020<br><br>Ongoing<br><br>Summer 20 | Low arousal: Schools' Access Initiative  | Site Manager<br>School Council<br><br>TAs to be trained in Communicate in Print |                                  |

