Accessibility Plan

Approval Date: October 2017

Review: October 2027

Headteacher: ……

Accessibility

Introduction

Schools are required to develop accessibility strategies and plans to improve access to school and education for disabled pupils. The plans are required to show how over time access to schools will be increased by:

- **Increasing access to the curriculum for disabled pupils**
- **Making improvements to the physical environment of the school to increase access to education and associated services**
- **Making written information accessible in a range of ways for disabled pupils, where it is provided in writing for pupils who are not disabled.**

The 'Identifying Barriers to Access' checklist is completed and reviewed on an annual basis for each site to ensure maximum accessibility. If necessary (e.g. if a new pupil begins during the year, or a pupil becomes disabled or temporarily incapacitated) it will be reviewed immediately. A risk assessment is always produced for disabled and temporarily incapacitated children. This assessment is agreed with the child's parents and is distributed to all staff members.

Increasing access to the curriculum for disabled pupils

Section 1 of the checklist relates to curriculum accessibility. A copy is included in the appendix. In particular:

- SSC staff and LSAs regularly attend training courses to ensure their knowledge is up to date. Teacher in charge of SSC and the SENCo attend the annual SSC and SENCo conferences. Other teachers attend courses when a need is identified (e.g. a class teacher and SLA attending a course to aid access to the curriculum for children with hearing impairment).
- Classrooms are optimally organised for disabled pupils. Adjustments will be made, if necessary, following risk assessments.

Making improvements to the physical environment of the school to increase access to education and associated services

Section 2 of the checklist relates to the physical environment. A copy is included in the appendix. In particular:

- A report was prepared by occupational health to ensure wheelchair users could move easily around the Lower Site. All recommendations were actioned including automatic door openers on doors in the main corridor, ramped access to the school and adequate disabled toilet facilities. All door and gate handles are at an accessible height for wheelchair users.

- The school grounds were reviewed by occupational health and recommendations including positioning of a disabled parking bay and safe routes into the school were implemented.
- Alarms are audio only, but staff members have responsibility for the children in their care and will ensure that evacuations of all pupils take place in a safe and timely manner. If necessary, individual fire escape plans are adopted.

Making written information accessible in a range of different ways for disabled pupils where it is provided in writing for pupils who are not disabled

Section 3 of the checklist relates to written information. A copy is included in the appendix. In particular:

- Information is provided in simple language if necessary. If a pupil, or parent, has difficulty understanding written information staff will explain the documents to them (including using translators if necessary).
- Visual timetables are used throughout the school.

Appendices

Identifying Barriers to Access: A Checklist LOWER SITE (Appendix I)

A Checklist UPPER SITE (Appendix II)

Previous Accessibility Plan Approved January 2016

Accessibility Plan - Appendix I

Identifying Barriers to Access: Checklist – LOWER SITE

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section1: How does your school deliver the curriculum?

Question	**Yes**	**No**
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and local appropriately?	✓	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	

Identifying Barriers to Access: Checklist – UPPER SITE

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section1: How does your school deliver the curriculum?

Question	**Yes**	**No**
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and local appropriately?	✓	

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Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	