

Accessibility Plan (Disability Access Plan)

To be approved: Autumn 2020

To be reviewed: Spring 2023

INTRODUCTION

The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

DEFINITION

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 promoted and to promote full participation in the school community for pupils, and prospective pupils, with a disability.

The school is committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

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 (as amended by the SENDA):

- 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

The School will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities,
- Respect the parents' and child's right to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

This curriculum endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

ACTIVITIES

Education and Related Activities

The school will continue to seek and follow the advice of the Vine Academy Trust, LA services and outside agencies such as specialist teacher advisers, SEN consultants, and appropriate health professionals.

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.

Provision of Information

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

PLAN AVAILABILITY

The school makes its Accessibility Plan available in the following ways;

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be e-mailed or posted on request
- The plan can also be made available in a large print size format upon request – the school office can be contacted for further details.

Objective	Strategy	Outcome	Timescale	Goals achieved
Improving access to the curriculum				
Ensure that SEND reforms are implemented effectively	Establish needs of staff with regard to curriculum delivery. Participate in appropriate LA programmes	SEND reforms fully implemented.	On-going	Pupils with SEND well supported Parents and carers of pupils with SEND well supported Staff expertise is raised
Ensure the school is able to accommodate the needs of SEN admissions	Effective communication between the school and support agencies regarding information about new admissions to the school. Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise according to current needs. <ul style="list-style-type: none"> - LA courses - Specialist Teaching - Service courses - School visits - Observations and school-based INSET 	Greater expertise to raise standards and further equip staff to meet the needs of disabled children with regards to accessing the curriculum.	Ongoing	Pupils with SEND well supported Parents and carers of pupils with SEND well supported Staff are able to provide necessary support to pupils with SEND
Ensure PE curriculum is adapted to enable children with disabilities to work alongside peers	Seek to provide appropriate training for teachers and support staff who are responsible for disabled children – prioritise for current needs. <ul style="list-style-type: none"> - LA courses - Specialist Teaching - Service courses - School visits - Observations and school-based INSET 	Broad and balanced curriculum offered alongside peers.	Within one term when applicable	Child accesses a full physical programme and PE curriculum

Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc...	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside peers.	As and when trips are considered. <i>Subject to Funding</i>	Equal opportunities for disabled pupils to participate in off-site activities
Objective	Strategy	Outcome	Timescale	Goals achieved
Improving Physical Access				
Ensure that disabled access to the building and its facilities is maintained.	Regular access audits to the building and its facilities carried out by the premises/Health and Safety committee.	Continued evaluation identifies any necessary modifications.	On-going	Ensure the school complies with DDA giving accessibility to disabled users.
Ensure that reception provided is accessible for wheelchair uses.	Access via office is kept free from obstructions and clutter. Bell accessible for all visitors to gain attention.	Visitors to school can access reception	On-going	All visitors to school catered for
Provide a clearly marked pedestrian route from the car parking facilities. Identify a car parking bay.	Mark a safe pedestrian route, designated parking bay and one no. accessible bay 2.4 metres wide by 4.28 metres long with 1.2 metre side transfer zone.	Car park clearly marked and accessible by all users	2 years + or as user needs require Cost of thermo-plastic markings	Safe access from car park for all users
Maintain signage of a suitable tactile or visual standard to denote clearly the main entrance and parking facilities of the school.	Provide visual and tactile information to clearly denote the parking facilities at main entrance to the school building.	Signage is suitable and meets DDA requirements		Clear signage meeting DDA requirements
Ensure toilets have suitably maintained floor coverings.	Ensure all floor coverings within wet areas of the school are not slippery when wet.	Safe surfaces	Cost of replacement when necessary	Increased accessibility

Ensure staff facilities have been provided to take account of wheelchair users	Implement works as necessary to ensure all staff facilities within the school are suitable for wheelchair users as and when a member of staff requires such facilities.	Enhanced facilities for staff with disabilities	2 years + or as user needs require	Physical accessibility of school improved.
Colour schemes are re-assessed when refurbishing to benefit pupils with visual impairment. Ensure floor coverings contrast when changing use of an area.	Seek advice from LA Visual impairment Service on appropriate colour schemes. Floor coverings need to be contrasted between different area for the partially sighted.	Several areas are made more accessible for visual impaired children	As user needs are required	Physical accessibility of school improved.
Ensure doors throughout the whole school provide a suitable clear opening, correct width for wheelchair user, and in addition they also do provide 300mm clear to their leading edge.	Undertake the necessary alterations so that all doors throughout the school provide a minimum of 750mm clear and have 300mm clear to their leading edge so as to be suitable for wheelchair users.	Wheelchair access improved	2 years + or as user requires £1500+	Physical accessibility of school improved.
Ensure staff have been trained to assist people with physical and sensory disabilities.	Provide training to staff so as to assist disabled persons to the school.	Disabled pupils well supported	On-going as need arises	Physical accessibility of school improved.
Ensure the existing alarm has been supplemented by a visual or tactile alert.	Supplement the existing alarm with a visual or tactile alert.	Alarm system that is suitable for all	2 years + or as user requires £2000+	Physical accessibility of school improved.

Ensure that there are Fire exit routes from the building are without steps	Ensure all fire exit routes designed for wheelchair users (including visitors) are provided with ramps to meet the DDA requirements.	Fire exits accessible to wheelchair users	2 years + or as user requires £5000+	Physical accessibility of school improved.
Ensure accessible WC within the school remains free from obstruction and clutter	Toilets are not used as storage spaces which restrict access for wheelchair users.	Toilet facilities accessible to wheelchair users.	As user needs require	Physical accessibility of school improved.
Fit an induction loop – to be available for hearing impaired	Supply and fit induction loop to assist the hard of hearing	Hearing impaired are better accommodated in school.	As user needs require £250	Physical accessibility of school improved.
Objective	Strategy	Outcome	Timescale	Goals achieved
Improving the delivery of written information				
Ensure availability of written material in alternative formats.	Issue documents in a clear font of size 12 or larger if requested. Notify parents that alternative formats can be supplied upon request.	The school can provide written information in alternative formats when required.	Annually	Delivery of information to disabled persons improves.