



Accessibility Policy

Accessibility Plan

APPROVED BY FULL ACADEMY ASSOCIATION:

/ /2016

EFFECTIVE FROM:

01/11/2016

NEXT REVIEW:

March 2018

Accessibility Plan [2016-2018]

Introductory statement

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Associates are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

This Accessibility Plan has been drawn up in consultation with the management and staff of the School and covers the period from Sept 2016 - March 2018. The plan will be kept under review during this period and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Background

The School's layout and facilities

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School is on a split site, its buildings dating from the 1930s. The four buildings – there are two main teaching areas of the school – which are on 3 levels with no lifts or stair lifts, along with two other two-story buildings that also do not have a lift or stair lift.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School in line with the Equality Act 2010 and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

The School has a Resource Base that supports pupils who have a Hearing Impairment with daily input from qualified Teachers of the Deaf and we also have support from Sensory Support Services for those pupils who are not part of the Resource Base.

In order to meet the needs of disabled pupils, the School requires full information. The School will invite all applicants for admission to the School to disclose whether they have received any SEND support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Equality Act 2010

Disability is one of the protected characteristics under the Equality Act 2010. We have a responsibility to weave equality for all into our culture in practical and demonstrable ways. This means including disabled people and disability equality into everything we do from the outset.

Disability definitions

A person is a disabled person (someone who has the protected characteristic of disability) if they have a physical and/or mental impairment which has what the law calls 'a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'.

There is no need for a person to have a medically diagnosed cause for their impairment; what matters is the effect of the impairment not the cause.

In relation to physical impairment:

1. Conditions that affect the body such as arthritis, hearing or sight impairment (unless this is correctable by glasses or contact lenses), diabetes, asthma, epilepsy, conditions such as HIV infection, cancer and multiple sclerosis, as well as loss of limbs or the use of limbs are covered
2. HIV infection, cancer and multiple sclerosis are covered from the point of diagnosis
3. Severe disfigurement (such as scarring) is covered even if it has no physical impact on the person with the disfigurement, provided the long-term requirement is met (see below)
4. People who are registered as blind or partially sighted, or who are certified as being blind or partially sighted by a consultant ophthalmologist, are automatically treated as disabled under the Act.
5. Conditions such as Dyslexia, ADHD and Autism as well as learning disabilities such as Down's Syndrome and mental health conditions such as Depression and Schizophrenia.

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensure awareness of disabled pupils needs at Open Day	Awareness by Director of Admissions to potential issues either with access to school areas	If needed, tours for parents or children with mobility problems are arranged either on a separate day or with a special tour guide. Designated parking spaces available		Ongoing but tours are delivered as required to potential pupils that need it.
Short term	Ensure that the Admissions process to ensure that all potential candidates are fairly reviewed	Ensure SENDCO is consulted with all potential pupils with disability to assess any reasonable adjustment required	Appropriate arrangements for candidates to assess their ability to join the school regardless of disability.		Pupils requiring extra time and special arrangements are applying to the school.
Medium term	Enable staff to increase their knowledge and understanding of needs of disabled pupils should they be admitted to the school.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.		Success of disabled pupils in examinations.
Medium term	Maintain commitment to a well-trained and qualified Learning Support team to support all pupils with needs	Maintaining budgets and training of specialist staff.	Staff have a qualified team to consult and to help to deliver education to disabled pupils.		Success of pupils

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Provide access to parts of the school building	Timetable pupils to the parts of the building if necessary during point	If needed, pupils with limited mobility are able to navigate larger parts of the school (be that due to injury or disability)	Ongoing	Provides step free access to the disabled toilet and classrooms
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet on each level of the school.	????	Improved facilities for disabled students and visitors.
Long term	Improve access to School	Look at installing access to Elgar building ramps	Increase access for the public and pupils with physical disability to more parts of the school	????	Improved facilities for disabled students and visitors.

Improving the delivery of information to disabled pupils and their families

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Provide text books in an easy to read format or larger print	If required, books are available in large format through Learning Support for pupils with difficulty reading	If required, pupils with reading difficulties can access different types of learning material through Learning Support	Ongoing for current pupils	Good outcomes for disabled pupils in exams
Short term	Ensure information in lessons can be read on the board and teachers voice can be heard	Ensure light and sound is optimized and radio aids are used in class where present	All pupils can see and hear lessons to be able to get the best out of them	Immediate to optimise all pupils	Blinds and curtains operational in all classrooms; carpet in classrooms; AV equipment maintained
Short term	Ensure all pupils would be able to access Assemblies and Form Periods	Ensure all form groups with disabled pupils are in an accessible area. QTOD provides sign language to HI pupils when possible	PPC provides an Assembly hall which is accessible so if required a disabled pupil could access Assembly		Disabled pupils will receive information on school life and activities

Medium term	Use of ICT to support students with disabilities in the classroom	Research new technologies for any new pupil with hearing or visual difficulties that disrupt learning in the current	If needed, the School could use technology to assist lesson delivery		Delivery of information to disabled pupils is improved.
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