



*School Policy*

**Accessibility Plan**

# **Accessibility Plan 2016-2019**

# The Downley School Accessibility Plan – 2016 to 2019

## 1. Vision Statement:

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 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. At The Downley School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At The Downley School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Downley School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) The Downley School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. 4

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4) The Downley School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers
  - improvements to the physical environment of the school and
  - physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Downley School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Business Continuity Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

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8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_  
Chair of Resources Committee

Date 16th May 2017

## 2. Aims and Objectives

### Our Aims are to:

- o **Increase access to the curriculum for pupils with a disability,**
- o **Improve and maintain access to the physical environment**
- o **Improve the delivery of written information to pupils,**

Our objectives are detailed in the Action Plan below

## 3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or

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in conjunction with a letter home about a parents' evening. Pupils with a wide range of needs are and can be effectively included in all aspects of life at The Downley School.

## **Physical Environment**

There are no parts of the school to which disabled pupils have limited or no access. A lift is available to take pupils to the upper floor of the school and an accessible ramped way is provided for access from the upper floor to the playground should the lift be out of order or not usable in the event of an emergency.

## **Curriculum**

Pupils with disabilities participate in all areas of the curriculum at The Downley School. If certain areas of the curriculum cannot be effectively and purposefully differentiated (e.g. some aspects of P.E for a pupil with a physical disability) then alternative activities will be made available.

We recognise that some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties and we will always strive to find meaningful ways for pupils to participate. Similarly we aim to be mindful of the wide ranging issues that can affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is available in a range of different formats for disabled pupils, parents and staff when required.

## **4. Access Audit**

The school is a two storey building with wide corridors and several access points from outside. On-site car parking for staff and visitors includes two dedicated blue badge parking bays.

The school has one adapted toilet facility. This is fitted with a hoist, handrails and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

## **5. Management, coordination and implementation**

We will consult with expert advisors such as Specialist Teachers for PD/ HI/VI/ASD when new pupils with disabilities join our school.

The Governors and Senior Leadership Team will work closely with the Local Authority.

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## 6. Action Plan

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. The school has successfully provided an accessible environment and curriculum for pupils with a disability in the past and we want to be able to maintain the standards that we have set.

	Target	Strategies	Timescale	Responsibilities	Success criteria
<b>SHORT</b>	To undertake an audit to identify any area where there is need		By October 2017	SENDCo SEND Governor	Questions compiled
<b>MEDIUM</b>	To maintain close links with the Specialist Teaching Service				
<b>LONG</b>	To ensure that identified pupils are assessed for visual stress				

### Aim 2

### To improve and maintain access to the physical environment

	Target	Strategies	Timescale	Responsibilities	Success criteria
<b>SHORT</b>	1. To maintain access for all.	1. Clear corridor policy	Ongoing	1. Health and Safety Rep	1. A clear accessible environment at all times 2. Clear environment maintained
	2. To maintain clear access within school for wheelchair users both pupils and visitors	2. The school will maintain its focus on providing an accessible environment for future pupils	Termly	2. Site manager All staff All staff Site manager	
	3. To provide blue badge parking spaces	3. Re locate and reline parking bays	October 2017	3. Health and Safety Manager	

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	that comply with width regulations			Site manager	
<b>MEDIUM</b>	To ensure that the medical needs of all pupils are met fully and fully accessible to all relevant staff.	Update healthcare plans regularly Update staff training	Ongoing	Designated medical officer All staff	Healthcare plans easily accessible
<b>LONG</b>					

### Aim 3

#### To improve the delivery of written information to pupils

	Target	Strategies	Timescale	Responsibilities	Success criteria
<b>SHORT</b>					
<b>MEDIUM</b>	To improve ICT provision	ICT audit	Dec 2017	Head teacher All staff	All new whiteboards work well. All staff know how to change background of whiteboards
<b>LONG</b>	Ensure disabled parents have every opportunity to be involved	Ensure parents with a disability can identify themselves and needs on intake forms	To be constantly reviewed	Whole school team	Disabled parents are not discriminated against and feel welcome in school.