



Accessibility Plan

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Accessibility Plan (including action plan template)

Accessibility Plan 2018-2019

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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 Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's Equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - 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
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

Teaching and learning takes into account the needs for individuals based on their care plans from professionals and parent information. This includes access to the curriculum as well as the physical environment. Each child has reasonable adjustments made according to the Equality Act 2010 to ensure they can participate in the curriculum fully.

Improving access to the physical environment of the school

Classrooms are well organised and clutter free as much as possible to enable physical access is easy. Adaptions to play equipment such as low level tyres on the tyre park, ramped access to the field and lower pegs on the climbing wall enable a range of access.

Improving the delivery of written information to disabled pupils

Written information is given to pupils in an accessible format, whether that means an adult supports the reading of the information. Print outs are copied onto blue paper for children with Dyslexia. Timetables are presented in visual form and are generally in the same format across the school. Planning for lessons and resources takes into account the needs of the pupil.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan Template

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
None identified at this time.					
6.17. Toilet- grab rails	Consult with PFI to install grab rails and a shower to disabled toilet.	PFI, VB, NO	Long term	1 year	At present, we do not need this facility.

--

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Section 2.8. Are all classrooms adapted to ensure access for all areas	Ensure that all classrooms are kept clutter free and half termly clearances happen to reduce items collected over the term.	All staff	Long term	Ongoing	
Section 2.13. Are there highly visible markings for people with VI.	Consult with PFI over installing lighting strips at the top and bottom of each steps and to exterior thresholds.	PFI, VB, NO	Long term	1 year	
6.17. Toilet- grab rails	Consult with PFI to install grab rails and a shower to disabled toilet.	PFI, VB, NO	Long term	1 year	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
3.1 Accessible signage.	Consult with PFI over installing signage in different ways: Braille, high contrast lettering.	PFI, VB, NO	Long term	1 year	

Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
4.2 Regular and updated staff training.	Continue to arrange training courses and twilight sessions based on the training audit.	CW, NO	Long term	Ongoing	Continuation of training throughout the year
4.4 Include pupils with disabilities in PE	Make adaptations with regards to the disability. Organise more staff training and consult with Plymouth Argyle as to whether they are sufficiently trained and could offer training to our staff. Source other providers for training.	ME, NO	Medium term	Within 1 year	Completed ME to carry out PE

Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
None identified at this time					