



Accessibility Policy and Plan

INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful.

It is unlawful for a school to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity



- Physical coordination
- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

4. AIMS OF THE ACCESSIBILITY PLAN

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students.

We have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

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.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:



- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.
- To provide a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- To provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students by
 - setting suitable learning challenges;
 - responding to a student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

6. SCOPE OF THE PLAN

6.1 To increase the extent to which disabled students can participate in the school curriculum.

We plan for continuing improvement of access to the curriculum for students with a disability by:

- Expanding and tailoring the curriculum as necessary to ensure that students with a disability are as prepared for life as are the able-bodied students.
- Providing of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Continuing to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school governors will support the head teacher and school staff in:

- Considering whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieve increased levels of school success;
- identifying student peer support mechanisms and the ways that the school ensures students have a voice in decisions that affect them;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;

The school SENDCO, in addition to working with the governors, head teacher and school staff will:



- access or arrange appropriate training for staff as required by staff and students in order to better understand the needs of students with a range of disabilities
- be responsible for the dissemination of this knowledge to all staff.
- have their contribution to staff training evaluated, and where necessary improved, through the appraisal process.
- identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;

6.2 To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education at PGP

We are aware that some areas of our school are not yet as accessible for students and visitors with disabilities as they could be. Future improvements may include, but are not limited to:

- improved access such as steps, stairways and classrooms.
- Aids to physical access including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and induction loops.
- acoustic treatment
- colour schemes

In addition, we commit to ensuring that physical aids to access education can be sourced in a timely manner to meet the individual needs of our students as specified by the SEND framework. These physical aids may include items such as:

- ICT equipment
- enlarged computer screens and keyboards, concept key boards
- portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Raising awareness of font size and page layouts will support students with visual impairments.

6.3 To improve the delivery to disabled students of information that is provided in writing

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.



6.4 Financial Planning and Control

The Head teacher with Senior Leadership Team, together with the Governing Board will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

7. MONITORING

7.1 We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- changes in physical accessibility of school buildings;
- improved levels of confidence in staff in reducing the obstacles to success for students with additional needs;
- evidence that increased numbers of students with disabilities are actively participating in all areas of the school;
- evidence that fewer students are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;

7.2 Accessing the School's Plan

Students, parents and carers will be signposted to the accessibility plan on the school website. We will ensure that the plan is available in different formats where requested.

8. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Equality Policy
- Staff Handbook
- Health & Safety Policy
- Special Educational Needs Policy
- Whole School Behaviour Policy & procedures
- School Development Plan



- Complaints Procedures

This policy will be reviewed annually		
Review Date	Reviewed by	Changes
November 2019	Matthew Faulkner	Original Policy
September 2020	Matthew Faulkner	Incorporated School Development Plan
Next review: 28 August 2021	Matthew Faulkner	

Accessibility Action Plan

Access to the physical environment - Statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Fire door at top of lift is not wheelchair friendly.	Consider putting the door on a sensor so that it can be left open and on the sounding of the alarm automatically shuts.	CL (Health & Safety)	Medium	By end of 2022	
Handrail for younger pupils at present are the same colour as the wall.	Visual- handrail colour to be changed to contrasting colour.	CL	Medium	By December 2020	
Classrooms accessible for all	Assess the location of a classroom within the school if movement by the child is difficult or via wheelchair.	Headteacher Health and Safety Advisor	Medium	As required	
Activities available for all	Provide activities children can enjoy at play time if movement is limited and it is too cold for static play outside		Medium	As required	

Access to Information - Statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all school publications are available in large font and in appropriate language etc if required		Office	Medium	As required	

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Assess the needs of each child and regularly review these.	Track progress in English and Maths for SEND children to ensure appropriate progress is made in comparison to other pupils.	SENDCo	Short	In action	
Provide registers of children receiving additional support. Booster sessions. Introduce clubs/activities with SEND pupils in mind.	Review and circulate SEND register.	SENDCo	Short	In action	
Review the role of SENDCO.	Identify the key elements of the job description.	Head	Short		New SENDCo started

	Review how we can meet the identified areas, the time required and the time to be accessible to staff. Appointment of a member of staff who has time and skills to meet the job description.				September 2019
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Monitor and Report pupil progress.					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Regular assessment of children.	Track progress in English and maths for SEND children	SENDCO Teachers	Short	New assessment framework introduced Summer 2020	
Keep teachers informed about SEND pupils	Complete a progress report for each child against IEP's	SENDCO Head of Assess	Short	New assessment framework introduced Summer 2020	
Inform parents of inclusion on the SEND register, IEPs, provision and progress.	Parents of SEND children to receive: <ul style="list-style-type: none"> • Communication to explain inclusion on the SEND register. • An IEP with an outline of provision. • Copies of any formal testing. 	SENDCO	Short	New assessment framework introduced Summer 2020	

To maintain high standards of staff performance.					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
New staff to receive induction training.	New staff shown how to access and use: <ul style="list-style-type: none"> SEND registers IEPs Provision maps How to raise a concern School policies 	Deputy Head SENDCo Mentor Key stage coordinators	Short	See Induction Policy	
Pupils are supported appropriately by TAs and others to ensure they can access all aspects of the curriculum.	Using IEPs and Teacher assessment to identify specific pupils that will need support at particular times.	SENDCo	Medium		