**Accessibility Plan for ……………………………………………School**

Please note in using this template!

Text in black should appear in your plan

Text in red is instructions or advice

Text in green is illustrative examples

This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 which requires schools to draw up, publish, implement and review a written plan to

* increase access to the curriculum for disabled pupils;
* improve the physical environment of the school to increase access for disabled pupils
* improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’

This plan recognises what is already in place in our school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the School Improvement Plan, updating the School SEN Report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

**Access to the curriculum and participation in school activities**

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

Examples would include training for staff in meeting the needs of children with a range of disabilities, provision of software, learning resources, specialist equipment etc

EG

**The school has already:**

* Provided training and support for Teaching Assistants in supporting children on the autistic spectrum
* Included in pre-visit for residential school journeys the discussion of provision for any pupils with a disability ensuring that these pupils can participate on the trips.
* Ensured all staff are aware of and able to use SEN software as appropriate

**During 2017-20 the school plans to:**

* Provide specialist hardware and software for the use of pupils with a visual impairment
* Ensure that provision is made for children with disabilities in all of the trips (including residential) undertaken by the school
* Provide specific training for staff in Early Years on supporting children with a hearing impairment

**Access to the Physical Environment**

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community

Examples will include alterations to the building, the installation of ramps, lifts, wider doors etc, signage,

**The school has already:**

* Ensured that all staircases have secure, easy to grip hand rails.
* Provided disabled access to the ground floor by installing a ramp to the main school entrance
* Installed a disabled toilet and shower
* Installed a wheelchair lift to give access to the assembly/dining hall

**During the 2017-20 the school plans to:**

* Investigate impact of layout, environment and lighting on children with ASD or other additional need.
* Provide access for wheelchair users to the office and reception areas.
* Review and improve, where necessary, signage for people with a visual impairment

**Access to Information**

This involves improving the delivery of information to any member of the school community who has a disability

**The school has already:**

* Liaised with the Southwark Hearing Support team to receive support and training for staff in adapting work for hearing impaired pupils to support their reading
* Ensured that signage for exits etc. uses non written symbols (such as running man) to clarify meaning
* Provided information to parents and carers about organizations and groups which work with and support the families of children with disabilities

**During the 2017-20 the school plans to:**

* Replace the sound system in use for assemblies, presentations to parents and children’s performances
* Produce newsletters in alternative formats, e.g. large print, on line according to need
* Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate

The following section simply provides a format to give more detailed consideration to the items planned. You may well already have a format used for the School Improvement Plan and it is entirely your choice how you provide this information.

It must be written down.

You must consider how you are going to implement your plan.

The plan must be published and this would usually be on the school website.

You are **required** to review this every three years, but may wish to include reviewing your progress as part of the annual update of information and data which demonstrates how you are meeting your general equality duty in relation to disability.

**Further information and advice**

<https://councilfordisabledchildren.org.uk/sites/default/files/field/attachemnt/equality-act-schools_online.pdf>

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

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| **Access to the Curriculum 2017-2020** |
| Area | Current Barrier | Objective | Actions | Time-Scale |
| ICT  | ICT hardware and software is not always appropriate or accessible for pupils with a disabilityi.e visually impaired | To ensure that all pupils have access to appropriate equipment and software for their needs | To purchase suitable hardware e.g. keyboards and appropriate software to support the needs of pupils with a visual impairment | Autumn term 2017 |
| School trips | Some school trips may not always be suitable for pupils with disabilities | Ensure that consideration has been given to pupils with disabilities  | To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils in the class with disabilities. | When planning all school trips |
| **Early years** | A number of children in Early Years are suffering from a fluctuating hearing loss caused by glue ear | To ensure that the children have maximum access to the curriculum | Training will be provided to all staff in Early years on recognizing hearing difficulties and supporting children with this condition | October 2017 and annually thereafter |

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| **Access to the physical environment** |
| **Area** | **Current barrier** | Objective | Actions | Timescale |
| **Classrooms and corridors** | Children with ASD may find aspects of the environment affect their ability to learn | Identify and seek to address those barriers to learning | Investigate the impact of layout, environment and lighting on children with ASD or other additional need. | Summer term 2018 |
| **Offices and reception** | The current office and reception area does not have access for wheelchair users | To provide full access for wheelchair users | Make changes to the reception and office area to provide access for wheelchair users | Plans to be drawn up Autumn 2017Building work to be completed Easter holiday 2018 |
| **Assembly hall and top corridor** | Some signage is difficult for people with a visual impairment to read | Improve visibility of signage | Review and improve, where necessary, signage for people with a visual impairment | Immediate |

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| **Access to Information 2017-2020** |
| Area | Current Barrier | Objective | Actions | Time-Scale |
| School hall | The sound system is unreliable and outdated which mans that some children and parents may be unable to hear what is being said in assemblies and presentations | To enable all members of the school community to hear clearly in assemblies, presentations and school performances  | Replacement of the sound system in the school hall | Provision to be made in budget for 2017-18.Estimates obtained anfd new system installed by summer term 2018 |
| Communication with Parents | Some parents are not able to access the information sent out by school | To ensure that information the school provides is available to all parents | Ensure all letters from school are written in plain English and are printed in Arial font 12. A larger font should be provided on request.Newsletters will be published on the website | Immediate |
| Website | Not all parents appear to be able to access information on the school website. | To identify what the barriers are and seek to remove them | Consult with parents, staff and pupils on the accessibility of information on the school website and amend as appropriate | Spring Term 2018 |