

<b>Policy Title:</b>	School Accessibility Plan
<b>Function:</b>	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.
<b>Status:</b>	Statutory
<b>Audience:</b>	All staff, parents, prospective parents, students
<b>Ownership / Implementation:</b>	The Principal has overall responsibility for ensuring that this policy is implemented.
<b>Implementation Date:</b>	January 2015
<b>Review period:</b>	Annually
<b>Last Reviewed:</b>	Under Review

# School Accessibility Plan

## Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2005, as amended by the Children & Families Act 2014 and associated policies including:

- The Special Educational Needs & Disability Regulations 2014;
- The Special Educational Needs (Personal Budget) Regulations 2014;
- The Order setting out transitional arrangements.

## Key Objectives

- **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 challenge negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.**

## Principles

- The school recognises its duty under the DDA (as amended by the Children & Families Act 2014) to publish an Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to students' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of students.
- **This accessibility plan has been drawn up to cover the three year period from 2016 – 2019, reflecting our expected duration in the current temporary accommodation on Drummond Road, SE16 2BT.**

## Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

### **a) Education & related activities**

The school will ensure that all areas of school life, curriculum and beyond are accessible to all students. This includes teaching and learning and the wider curriculum, including enrichment, leisure and cultural activities or school visits, in order that students with a disability are as equally prepared for life as are able bodied students.

In some instances, given the nature of our temporary accommodation, this may require lessons and other activities to be relocated to accommodate the needs of individual students. There is currently no access to the second floor of the main school building for wheelchair users. All other areas of the school site are fully accessible to wheelchair users.

Adjustable height desks are available in all subject areas for students requiring them, and the school is committed to making any additional reasonable adjustments to accommodate less able occupants.

The school will make every effort to improve and make reasonable adjustments to the delivery of written information to students, 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 time frame.

Staff training will be completed where there is an identified need to ensure that those students with that need can access the curriculum effectively. Whether that be on health and safety or through specific differentiation for example.

The school will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

During planning for our permanent build staff, students and parents/careers will be included in aiming to meet the needs of all, and ensuring that all areas of the new school site are accessible to all users.

### **b) Physical environment**

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The building has accessibility via ramps, lifts and electrically operated doors to most areas. Paint schemes are differentiated to aid those who have sight difficulties. There is a designated Health and Safety person (the Site and Facilities Manager, accountable to the Director of Business and Operations) who will lead on the continuing assessment of accessibility, along with the Principal who will take the lead on curriculum accessibility. Where requested, expert advice will be sought.

Actions arising from these assessments will be costed and timelines produced to ensure they are rectified without undue delay. These reviews will happen not less than annually.

### **c) Provision of information**

The school will make itself aware of local services, including those provided through the Local Authority and associated services, for providing information in alternative formats when required or requested.

The school will designate an inclusion link governor, who will also review accessibility, ensuring ensure that plans and strategies are devised to ensure compliance with all required legislation and consistent with our inclusive ethos.

#### **d) Financial planning and control**

The Principal with the Senior Leadership Team, together with the Finance Committee 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 will be integrated into the School Development Plan.

#### **Action Plan**

The action plan will be reviewed annually by the Governing Body and will be regularly reviewed by the lead health and safety officer – the Site and Facilities Manager.

<b>Action</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>
Following summer works, review accessibility of physical grounds.	September 2016	Site & Facilities Manager	Accessibility plan reflects status of school site.
Conduct review of curriculum accessibility	June 2017	Leader of Inclusion	Curriculum/classroom modifications are made to support the learning of disabled students.
Conduct a student voice activity for students with accessibility concerns to identify perceived barriers	June 2017	Leader of Inclusion	SLT and governors are aware of problem areas, and are able to cost and carry out risk assessments on these areas.
Ensure that all students with physical disabilities/impairments have suitable IEPs	October 2016	Leader of Inclusion	All staff and parents are aware of requirements to meet learning needs of students.
Install and test Evac Chairs where required on the school site	October 2016	Director of Business and Operations	All areas of the school site have disabled fire exit access, and fire wardens are aware of how to use Evac Chairs.