



# ACCESSIBILTY PLAN

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# Accessibility Plan

## Introduction

### Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

The governing body is required to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

(Disability Discrimination Act 1995 )

This **Accessibility Plan** and any accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The Special educational need and disability code of practice 0-25 years.( June 2014)

States key duties towards disabled pupils under part 4 of the DDA.

- not to treat disabled pupils less favorably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, including the provision of auxiliary aids to prevent them from being substantially disadvantaged
- plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the academy to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum
- improve the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the academy's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan, (Appendix 1) would be attached if needed showing how the academy will address priorities identified in the plan.

This plan incorporates the academy's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the academy has set the following priorities:

- To provide safe access throughout the academy for all academy users, irrespective of their disability
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible

At Rosehill Methodist Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the academy. This is reflected in our academy aims, which state:

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils with special educational needs or a disability

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our academy.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Rosehill Methodist Primary Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following academy policy documents:

Disability Equality Scheme

Special Educational Needs and Inclusion

Equal Opportunities

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

The academy SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The academy Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The academy works closely with specialist services including:

Hearing Impaired Children's service

Visual Impairment Advisory and Support Service

Occupational Therapists and physiotherapists

Speech and Language Therapy

and CLass

### **Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Rosehill Methodist Primary Academy.

### **Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Accessibility Plan is reviewed annually by the Governors' Pastoral Committee & Premises Committee. In addition it will be reviewed three yearly by the wider school community, the Parent Forum, school council and questionnaires.