

Accessibility Plan

Rationale

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting or progress of the Accessibility Plan over the prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- (a) he or she has a physical and mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Objectives

To reduce and, where possible, eliminate barriers to access the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

Principles

- Compliance with Equality Act 2010 is consistent with the academy's approach to equal opportunities and the operation of the school's SEND policies:
- The academy recognises its duty under the Equality Act 2010:
 - 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
 - The Ark Conway Primary Academy's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating their needs where practicable.
- In performing their duties, governors and staff will have regard to the Equality Act 2010.
- The academy 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 academy provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum
 - Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve key objectives above.

- **Improve access to the curriculum for pupils with a disability and/or sensory impairments**

The academy will continue to see and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors/advisors, and or appropriate health professionals from the local NHS Trusts. The academy will expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared as able-bodied pupils; (If a school fails to do this, they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as

participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- **Improve access to the physical environment of the school.**

The academy will take account of the needs of pupils 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. Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;

- **Improve provision of information**

Improve and make reasonable adjustments to the delivery of written information to pupils, 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 timeframe. The academy will make itself aware of local services, including those provided by the LA, for providing information in alternative formats when required or requested.

It is a requirement that the academy's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan showing how the academy will address the priorities identified in the plan.

Information about the Accessibility Plan will be published on the school website.

The Accessibility Plan for physical accessibility relates to the access audit of the school, which remains the responsibility of the governing body.

It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the academy prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Access Audit

The main school building is situated on the ground floor. All but one exit from the building is step-free and therefore accessible by wheelchair.

All toilets for children and staff are situated on the ground floor, and there is also a disabled toilet.

Access to the school grounds is via an automated gate.

Two classrooms are currently in portocabins. The ground floor classroom is accessible via a ramp and there are toilets available directly next to the classrooms.

The school building itself is small and some of the doorways are narrow. Access to the main building is currently through two heavy doors which can be propped open to allow for wheelchair access when necessary.

Building works are currently underway for a new school building (to be completed in the 2017-18 academic year).

Accessibility Action Plan 2016-17 – to review and improve the accessibility of the school for disabled pupils, staff and visitors

Physical Access

Priority/timescale	Target	Action/Strategies	Responsibility	Monitoring
Ongoing	Ensure everyone has access to the Reception area	Daily checks to ensure that nothing is preventing wheelchair access to the Reception area	Premises Manager/Office staff	Head of School and governors
Ongoing	Ensure all fire exits are free from obstructions which could hamper wheelchair/disability access	Daily checks to ensure that nothing is preventing wheelchair access to fire exits	Premises Manager	Head of School and governors
As required	Ensure that all members of the school have access to the school environment.	Where necessary, reorganise classrooms in main building to reduce the need for disabled pupils to access the upper floor portocabin.	Head of School/ Premises Manager	Governors
Short term – within a year	Ensure all disabled people and those with additional needs can be evacuated safely	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure there are class evacuation plans which outline support for children with additional needs during an evacuation	SENCo/Premises Manager	Head of School and governors

		emergency. Ensure all staff are aware of their responsibilities in an evacuation.		
Short term – within a year	The new school building is completed and is fully wheelchair accessible	<i>Please see separate building plans; due to be completed 2017-18 academic year</i>	Premises Manager/Head of School/Executive Headteacher	Head of School and governors
Medium term – 1-2 years	Make entrance doors to 'old' building wheelchair accessible	Install low level push button access to external gates.	Premises Manager	Head of School and governors
Medium term – 1-2 years	Ensure step free access to outside areas from all classrooms	Install a ramp to enable step free access to back classroom (current Year 3)	Premises Manager	Head of School and governors
Long term – 3-4 years	Consider separating car parking area to create disability parking space	Explore further planning options and financing relevant building works	Premises Manager/Head of School/ Executive Headteacher/ Governors	Governors

Access to the Curriculum

Priority/timescale	Target	Action/Strategies	Responsibility	Monitoring
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Ongoing	Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	SENCo	Head of School/Governors
Ongoing	Ensure curriculum is adequately differentiated to allow access for all disabled pupils and those with additional needs	<p>All teachers are aware of their class needs through IPPs.</p> <p>Share information with all agencies involved with the child.</p> <p>Planning support and Instructional Leadership sessions.</p> <p>There is regular training for staff working with HI pupil and handover to any new staff members includes training on use of technology.</p>	SENCo/Deputy Headteacher/TOD teacher	Head of School/Governors
Ongoing	School visits are reasonably accessible to all pupils	<p>Ensure venues and means of transport are vetted for suitability.</p> <p>Ensure risk assessments are completed in-depth for all trips</p>	<p>Business Manager/Head of School/</p> <p>Class teachers</p>	Head of School/Governors
Short term – within a year	Access to alternative access technology is	Explore cost and variety of possible new alternative	SENCo	Head of School/Governors

	improved.	access technology		
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Access to written information

Priority/timescale	Target	Action/Strategies	Responsibility	Monitoring
Ongoing	Ensure all parents and other members of the school community can access school information.	Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative formats.	SENCo	Head of School/Governors
Ongoing as new families join the school	Ensure that the school is inclusive and welcoming to new members of the community and prospective parents.	Review documentation on website to check accessibility for parents with English as an Additional Language.	Business Manager/Head of School	Head of School/Governors
Short term – within a year	Ensure pupils new to	Review EAL introduction	Inclusion Manager	Head of School/Governors

	English are able to access the curriculum.	pack for new pupils.		
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January 2018

Review Date: January 2019