

includEd Learning
Independent Specialist Education Provider



ACCESSIBILITY PLAN

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→ 1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled children.

Our school aims to treat all children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind.

The school respects and embraces individuality. All members of the school community have a right to be equally valued and respected as an individual. The school also recognises and values the diversity within its community, in the knowledge this broadens understanding of the range of values and beliefs. The school community actively promotes understanding and tolerance, seeking to promote a sense of community cohesion and mutual acceptance.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

→ 2. Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

→ 3. Vision

Our aim is to make Included a caring, vibrant and viable Centre in which all children can aspire to their full potential.

We will achieve this by:

- Developing high self-esteem through a culture where everyone is listened to, valued, supported, respected and feels secure.
- Embracing challenge and learning from experience even when things go wrong.
- Offering an informative, interesting and vibrant environment which actively fosters a love of learning.
- Being inclusive, whilst valuing the need for individuality.
- Enriching children's perception of cultural diversity through developing a global awareness.
- Motivating children with a broad, rich and inspiring curriculum.
- Developing a culture of respect for others and self through establishing clear expectations and boundaries.
- Fostering effective and rewarding partnerships through clear communication at all levels.
- Ensuring a spiritual and emotional awareness of the whole self.
- Creating a vibrant and interesting Centre where children, staff and parents develop a passion for learning.

IncludEd Learning strives to ensure that the culture and ethos of the Centre are such that, whatever the abilities and needs of members of the Centre community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities."

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

Our duty under the Equality Act 2010:

"from September 2002, it will be unlawful for Schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services¹"

→ Schools and LA's must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at substantial disadvantage (the 'reasonable adjustment' duty)
- that Local Authority and School Advisory Panel have the duty to publish Accessibility Strategies and Plans.

Preparation for entry to the Centre, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, access to Centre facilities, activities to supplement the curriculum, Centre sports, Centre policies, breaks and lunchtimes, the serving of Centre meals, interaction with peers, assessment and exam arrangements, Centre discipline and sanctions, Centre activities, Centre trips, the Centre arrangements for working with other agencies, preparation of pupils for the next phase of education.

→ 4. Scope

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of Centre for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the Centre and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting and blinds.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils

2. Increase the extent to which disabled pupils can participate in IncludEd Learning's curriculum. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through Centre and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Centres will be expected to plan to progressively improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that Centres are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the Centre in writing to its pupils – such as handouts, timetables, textbooks, information about Centre events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related School policies

Equality for disabled pupils is included as an explicit AIM in all of the Centre's policies and is supported by the Centre's other policies including:

- Teaching and Learning
- Equal Opportunities and Inclusion Policy
- Behaviour and Communication Policy
- Admissions policy/criteria
- School Development Plan
- Off Site Education Policy
- SEND Policy
- Exclusions Policy

Aims

IncludEd Learning aims to include all pupils, including those with disabilities, in the full life of the Centre. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-Centre activities including all Centre trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the Centre to cater for the needs of pupils with disabilities

- raising awareness of disability amongst Centre staff (teaching and non-teaching) through a programme of training
- by providing information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our reading books to ensure that there are examples of positive images of disabled people.

Monitoring

Included recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

(Essentials are in **Bold** type)

We will monitor:

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy and Numeracy Strategies
- **Selection and recruitment of staff**
- Parents attending review meetings

Accessibility Policy

Creating an Access Plan

(example given in the DfES guidance)

This is an example of a plan that a Centre might produce after reviewing existing plans (in particular refurbishments and arrangements and SEN policy), looking at options for improving accessibility within existing arrangements and an audit of the Centre site for accessibility. Included should monitor the implementation of the plan and keep under review the access needs of the Centre.

Targets
Strategies
Outcome
Timeframe
Goals Achieved

Short Term

Availability of written material in alternative formats.

The Centre makes itself aware of the services available through its LA for converting written information into alternative formats. If needed, the Centre can provide written information in alternative formats.

Term 3

Delivery of information to disabled pupils improved.

Medium Term

Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments and install window blinds. Seek advice from LA sensory support service on appropriate colour schemes and blinds. Several classrooms are made more accessible to visually impaired children.

Term 1

Physical accessibility of the Centre increased.

Training for teachers on how to differentiate the curriculum.

After an audit the centre decides that some teachers would benefit from training on differentiating the curriculum

Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.

Term 2

Increase in access to the National Curriculum.

Long term

Included plans to improve access to designated areas over successive financial years. The Centre decides which of its entrances and exits have priority, and plans to fit ramps and handrails to all of these.

Having secured capital resources, over a three year period the Centre's entry areas will be fully accessible.

Term 3

Physical accessibility of the Centre increased.

Section 1

How does Included deliver the curriculum?

Question Yes No

| Question | yes | No |
|--|-----|----|
| Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | √ | |
| Are the classrooms optimally organised for disabled pupils? | √ | |
| Do lessons provide opportunities for all pupils to achieve? | √ | |
| Are lessons responsive to pupil diversity? | √ | |
| Do lessons involve work to be done by individuals, pairs, groups and whole class? | √ | |
| Are all pupils encouraged to take part in music, drama and physical activities? | √ | |
| Do we provide access to computer technology appropriate for students with disabilities? | √ | |
| Are Centre visits made accessible to all pupils, irrespective of attainment or impairment? | √ | |
| Are there high expectations of all pupils? | √ | |
| Do staff seek to remove all barriers to learning and participation? | √ | |

Section 2

Is Included designed to meet the needs of all pupils?

Question Yes No

| Question | Yes | No |
|--|-----|----|
| Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms and playground – allow access for all pupils? | √ | |
| Are pathways of travel around the Centre and parking arrangements safe, routes logical and well signed? | √ | |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | NA | |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | NA | |
| Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? | NA | |
| Are areas to which pupils have access well lit? | √ | |
| Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? | NA | |
| Is furniture and equipment selected, adjusted and located appropriately? | √ | |

Section 3

How does Included deliver materials in other formats?

Question Yes No

| Question | Yes | No |
|--|-----|----|
| Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | NA | |
| Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams? | √ | |
| Do we have facilities such as ICT to produce written information in different formats? | √ | |
| Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities? | NA | |