



School Accessibility Policy and Plan September 2017- 2020

Section 1

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.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

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

This Accessibility Plan and the 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 SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school 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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

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

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school 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 Deepcar St John's CEJ School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision which states:

To create a welcoming Christian community of mutual love and care, where all are valued for who they are, where everyone is inspired to reach their full potential.

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

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

2. 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.

3. Deepcar St John's CEJ School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs

- Equal Opportunities
- Inclusion

4. 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.

5. Increasing the extent to which disabled pupils can participate in the school curriculum

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

The Learning Mentor and Teaching Assistants provide additional support for pupils and support teachers in implementing strategies for improving pupils' behaviour and access to learning. The school 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
- Mayfield Special School Outreach Team

6. 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 Deepcar St John's CEJ School.

7. 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.

8. This Access Improvement Plan is reviewed annually by the Governors' Premises Committee.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	The curriculum is differentiated and modified where necessary so that all students can access it.				
Improve and maintain access to the physical environment	Two lifts enable access to the whole of the inside of the school building. A disabled toilet is available. A ramp allows access to the bottom field area but not onto the top field or playground.	Establish access to the top field and playgrounds	Insert a ramp to the top field to gain access to the playgrounds.	Governors and Headteacher	Summer 2020
Improve the delivery of written information to pupils	Resources are modified/bought where necessary so that all students can access them				

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	There are two levels in school and a further level up to the playground	Create access to the playground.	BC and Governors	Summer 2020
Corridor access	Corridors are wide			
Lifts	Two lifts			
Parking bays	One immediately outside the front entrance.			
Entrances	Seven entrances all accessible.			
Ramps	One external ramp			
Toilets	One disabled toilet			
Reception area	One reception area			
Internal signage	Fire exits Sign on door of disabled toilet			
Emergency escape routes	Eight accessible escape routes, four on the lower level, four on the upper level.			