



## **Accessibility Plan**

Shared with parents: 10.06.14

Reviewed by Governing Body: 15.09.2020

Cycle of review: 3 years

Statutory Policy: Yes

The Equality Act 2010 places duties on LAs and schools in relation to disabled pupils and prospective pupils. The responsibility for this Accessibility Plan lies with the governing body and Headteacher. In terms of the day to day management of the Plan responsibilities lies with the Headteacher.

The Governing Body have three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- 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, reviewed and revised as necessary.

An Access plan is a plan for:

- Increasing the extent to which disabled pupils can engage in the school **curriculum**.
- Improving the physical environment of schools to increase disabled **pupils' physical access** to education and extra-curricular activities.
- Improving the delivery of **information** to disabled pupils, using formats which give pupils better access to information.

### **Definition of Disability:**

Disability as defined in the Equality Act 2010 is

A person (P) has a disability if—

(a) P has a physical or mental impairment, and

(b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities

At Pitcheroak School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Pitcheroak School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school is an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys
- Ethnic minority and faith groups;
- Children who need support to learn English as an additional language;
- Children who are vulnerable:

We currently have a whole range of children of all backgrounds, needs and abilities including students with:

- Medical conditions
- Diabetes
- Asthma
- Hearing impairment
- ASD
- Allergies

All people consulted value the ability of the school to cater for the differing needs of pupils.

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Pupils have access to extra-curricular activities.

## PHYSICAL, CURRICULUM AND ACCESS TO INFORMATION

Target	Actions	Date
To ensure school and LA are aware of all areas of the school premises where there are potential barriers to access. This will include indoor and outdoor facilities.	To review self-audit as part of the school development plan	Re-evaluate by December 2020
To identify aspects of the school where there are particular barriers for pupils with sensory impairment, such as visual impairment and hearing impairment	To use the above information to start drawing up an action plan to minimise hazards.	Re-evaluate by October 2020
To identify areas that cannot be made physically accessible.	List areas for governor consideration	Re-evaluate by October 2020 as part of finance governors
To meet the needs of students with SEND in particular students with sensory impairment, including classroom layout, décor, acoustics, classroom management strategies, lighting, etc.	Staff briefings; SLT meetings; To provide training for all staff in meeting the needs of students with SEND; To ensure any building work is fully DDA compliant; To improve the accessibility of the school as a whole; To discuss with LA where appropriate, and initiate any works which it is the responsibility of the school to complete.	On-going
To review regularly, and at least annually as part of the review of SDIP, all areas of the school, in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.	Annual premises plan presented to Finance Governors	November 2020
To ensure that staff who have joined the school since initial training are made aware of the implications of the DDA and the National Curriculum Inclusion Statements i.e.	Staff induction; Staff briefings; SLT meetings; Class pupil risk assessment; To continue to provide training for all staff; National Curriculum initiatives	On-going

<ul style="list-style-type: none"> <li>• Setting suitable Learning challenges</li> <li>• Responding to pupils' diverse Learning needs</li> <li>• Overcoming potential barriers to Learning and assessment for individuals and groups of pupils.</li> </ul>		
To ensure all staff use differentiation within their planning and specialist teaching strategies across the school.	Lesson observations; Subject, departmental, responsibility reviews, pupil annual reviews; planning files	On-going
To carry out school audit of the 'wider curriculum' e.g. clubs, school visits etc. to ensure that disabled pupils can participate.	Staff briefings; SLT meetings; Class pupil risk assessment; To continue to provide training for all staff	On-going
To look at pupil new starters to identify any training needs for new SEND.	PM Cycle	September 2020
Develop signage around the school to inform all pupils and visitors of the geography of the building. All signs to have written information and 'CiP' symbols where appropriate.	All areas to have signage that can be understood by all pupils and visitors.	On-going as areas are decorated and improved
To ensure staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner.	CPD; INSET; Briefing; sharing best practice; lesson observation and performance management	On-going
All written communication home to follow an agreed house style using an appropriate font and size, e.g., Calibri size 12. For pupils with VI enlarge work accordingly and use different coloured paper where appropriate	Office staff briefed accordingly	On-going

<p>To ensure that both in lessons and parent/carer meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc.</p>	<p>Consistent approach promoted in-house</p>	<p>On-going</p>
<p>Incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments. No bold, busy colour choices for teaching spaces.</p>	<p>Seek advice from specialist services when required such as the ASD team or the sensory support service on appropriate colour schemes for classrooms and corridors.</p>	<p>On-going</p>
<p>Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.</p>	<p>Through planning. Advance visits. EVOLVE Form and Risk assessments. EVC training. Trip feedback.</p>	<p>On-going</p>
<p>Ensure that after-school clubs and facilities are accessible for all pupils.</p>	<p>Ensure access is available for all pupils including those with physical or sensory disabilities. Provide additional adult support if necessary. Make physical adaptations as required.</p>	<p>On-going</p>