

# Accessibility Plan For 2017 - 2020

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<b>Governor Link:</b>	Graham Pritchard	<b>Review:</b>	January 2020

## **Requirement under the Equality Act 2010**

The Accessibility Plan is a requirement under the Equality Act (2010) and the Children and Families Act (2014) Part 3 from which the Statutory Guidance of the SEND Code of practice (2014) stems. The plan refers to individuals who are disabled (both current and prospective) in a wide sense, including those with special educational needs, and with temporary or permanent physical disability. It also deals with access issues for disabled staff and visitors.

**The Duty of a School's Accessibility Plan**-The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA, including protected characteristics;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, where necessary making reasonable adjustments.
- Schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements.

The following are referred to as 'protected characteristics' and individuals cannot be discriminated against because of these or their association with any of the following;

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

### **The Key Objectives of the Accessibility Plan**

- To Increase the extent to which all pupils can participate in the curriculum.
- To improve the physical environment of schools to enable all to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible information to all pupils.

### **Disability as defined by the Equality Act (2010):**

*“You are disabled if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal activities.”* Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

‘Substantial’ is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

‘Long term’ means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

### **At Preston School**

At Preston School, we have created an inclusive community in which each person is respected and recognised as of equal value. We aim to ensure that everyone remains safe and stays healthy, whilst at the same time enjoys and achieves and makes a positive contribution to the wellbeing of the school community. We are committed to the care and well-being of all students so that they may work and learn in a safe, secure environment. Inclusion is the process of taking the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy school life.

In all aspects of the school, the stakeholders (governors, staff, students, parents and the wider community) are committed to working together to ensure that the school community remains true to the equal value principle underpinning its policies.

Objective	Success Criteria	Strategy	RAG	Person Responsible	Review Dates
<b>Increase access to the curriculum for pupils with a disability</b>					
To ensure early identification of disabilities.	Disability register established and information shared efficiently.	-Review of admissions process to identify disabilities.		TS	July 2017
		-Disability register established.			
		-Information at hand to support Teaching & Learning.			
To increase the involvement of our disabled community within the school through coproduction.	Meeting schedule published and shared with relevant stakeholders.	-To establish a termly meeting consisting of parents, students and support staff to provide a forum for this group.		TS	July 2017
		-To provide this group with ideas for topics of discussion such as curriculum provision, extra-curricular activities, access to the whole school site, presentation of written information and identification of barriers to learning.			
To improve the teaching & learning experience thus enhancing the personalised learning for disabled students.	Best practice established, shared and all staff confident and competent with regards to provision for all disabled students.	-To audit staff skills in relation to what provision for our disabled students.		TS	July 2017
		-To establish best practice and share with all staff.			
		-To identify staff training needs.			
<b>Improve and maintain access to the physical environment</b>					

To improve movement around the school site for disabled users.	Improved access to whole school site for all students.	-To undertake an access audit of the school with our disabled students.		TS	July 2017
		-To participate in site Health & Safety walk.			
		-To have school access as a point of discussion at termly meeting parents, students and support staff.			
To make reasonable adjustments to the physical layout of the school.	Improvements made to school site to improve access for all students.	-To prioritise and respond to improvements identified through access audit with students, termly stakeholders meeting and site Health & Safety walk. (These could include reasonable adjustments to lighting, signage, colour contrast the acoustic environment to washing and changing facilities relation to ramps, doorways and lobbies to the provision of specialist equipment and furniture.)		TS	July 2017
<b>Improve the delivery of written information to pupils</b>					
To promote a person centred approach to all pupil reviews, and pupil information for staff.	Students to be able to speak confidently & positively about how their voice is heard.	-To ensure that all reviews are pupil centred.		TS	July 2017
		- To ensure that all strategies & relevant information for teaching and learning is coproduced by the student and parents / carers. E.g. 'What helps me to learn?' sheets.			
		-To ensure that, where appropriate, learners are consulted on accessibility to information e.g. visual timetables for ASD learners or Braille / enlarged font for visually impaired learners.			
To improve the quality of	All relevant teaching staff	-To ensure that best practice is shared.		TS	July 2017

written information with regards to teaching and learning for disabled students.	to be confident with making 'reasonable adjustments' to information when teaching and learning.	-To ensure that staff are aware of any technology used to support learners with disabilities.			
		-To ensure that training is available and provided when needed for alternative formats of information e.g. Braille, Large print, Simplified language, Sign Language, Symbols.			