Accessibility Plan

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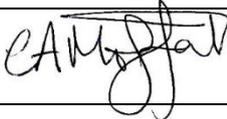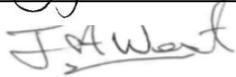
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1. Introduction

1 The school is committed to planning on a rolling three-year basis to increase the accessibility for disabled students over time. The nature and content of the school's Plan will depend on:
   > Its disabled student population
   > Any prospective students who are disabled
   > The size of the school
   > The resources available to it and
   > The strategic steer given by the local authority

2 The Plan will include increasing access for disabled students to the school's curriculum, improving access to the physical environment of the school and improving the delivery of written information to disabled students.

3 The Plan will be prepared following the involvement of students with learning difficulties/disabilities and with staff and parents with disabilities.

4 The school will make best use of available expertise; disabled students, their parents, specialist teachers, local voluntary organisations and others to help to identify practices and arrangements that act as a barrier to including disabled students; the local authority will also be consulted to provide advice and information

5. In producing the Plan, the school will:
   > Draw on detailed information, for example by using data on the presence, participation and attainment of disabled students to inform the priorities
   > Involve disabled students, staff and parents, for example by asking them to identify issues to be addressed by the Plan
   > Collect information about disabled staff and parents
   > Assess the impact of school policies
   > Draw on the principles contained in the school's Disability Equality Scheme and the, evaluation, report and review of the Scheme.

2. Information Gathering

The gathering of information will include an analysis of:

> The presence of disabled students, for example: how many disabled students there are in the school, which impairment groups are represented, or not represented, in the school
> The participation of disabled students across the life of the school, for example in curricular and extra-curricular activities, in positions of responsibility and the factors affecting participation, for example: policies on medication, bullying, access.
> Achievements of disabled students as reflected in, for example: exams, accredited learning, achievements in extra-curricular activities, broader outcomes such as those set out in *Every Child Matters.*
> The recruitment, development and retention of disabled employees including how disabled staff are represented amongst different groups of employees, at different levels of the school and amongst those who leave the school.
> The benefits of a diverse workforce

Appendix 1 to this Plan has a range of questions to help the school identify barriers to access

An impact assessment will be undertaken on the information gathered by the school and a set of priorities agreed.

3. Priorities

1 Priorities for the school will be set from:
   > An examination of the information that the school has gathered and
   > The feedback that the school has received from the disabled students, staff and parents who have been involved in the development of the Scheme.

2 The school will also set priorities that will help to improve the gathering and analysis of information and the involvement of disabled students, staff and parents to better inform the next Scheme and Plan

4. Action Plans

1 The Action Plan supports the implementation of the Accessibility Plan and oversight of this to check progress is the responsibility of the Governance Committee. Once the school has

produced an Accessibility Plan, the school has a statutory duty to implement the Plan and to allocate adequate resource to it.

5. Review

1   The school will report on the progress it has made with the Action Plan.

2   The school will review and revise its Plan every three years

3   As part of the review of its Plan, the school will:
  › Revisit the information that was used to identify the priorities for the Plan and
  › Re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled students, staff and parents

4.   The review of the Accessibility Plan will inform how the school sets new priorities and new Action Plans for the next Accessibility Plan. This process will:
  › Involve disabled students, staff and parents and
  › Be based on information that the school has gathered

5.   The school will align its Accessibility Plan and its Disability Equality Scheme so that a new Scheme and Plan are produced at the same time

APPENDIX 1: Identifying Barriers to Access - Checklist

This checklist should help the school to identify barriers to access. The list is not exhaustive. It has been designed to encourage a flexible approach to the further questioning of the accessibility of the school.

Question	Yes/No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	
Are your classrooms optimally organised for disabled students?	
Do lessons provide opportunities for all students to achieve?	
Are lessons responsive to student diversity?	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	
Are all students encouraged to take part in music, drama and physical activities?	
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip-reading?	
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	
Do you provide access to computer technology appropriate for students with disabilities?	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	
Are there high expectations of all students?	
Do staff seek to remove all barriers to learning and participation?	
Does the size and layout of all areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students?	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	
Are areas to which students should have access well lit?	
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	
Is furniture and equipment selected, adjusted and located appropriately?	

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	
Do you 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 you have the facilities such as ICT to produce written information in different formats?	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	