



ACCESSIBILITY PLAN 2019

Definition of Disability

The Equality Act 2010 defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Long term is defined as lasting, or likely to last for at least 12 months.

Duties Relating to Disability

The Equality Act 2010 requires schools to carry out accessibility planning for disabled pupils.

Schools must implement Accessibility Plans which are aimed at:

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

Aims of the Plan:

- To promote equality of opportunity between disabled and other people.
- To increase over time the accessibility of the school for disabled pupils.
- To make reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- To work closely with disabled pupils, their families and relevant agencies in order to minimise or remove any potential barriers to learning enabling them to learn, achieve and participate fully in school life.



AREA FOR DEVELOPMENT	ACTION TO BE TAKEN	HOW	WHO	TIME SCALE/ RESOURCE	SUCCESS CRITERIA
<p>Increasing the extent to which disabled pupils can participate in the School's curriculum</p>	<ul style="list-style-type: none"> • To make adjustments based on new admissions • To provide Individual Care Plans • Review of Single Equality Policy and SEND Policy • To publish and keep updated the School's SEND Information Report • Implementation of Individual Development and Learning Plans • Monitoring of Coordinator areas • Staff training • Review of resources • Monitoring of planning, practice and provision • Monitoring of Progress Data 	<ul style="list-style-type: none"> -Self Evaluation -Planning -Data Analysis -Staff Meetings 	<p>Link Governor / HT DHT/SENDCo /Teacher Lead Staff / Staff</p>	<p>Ongoing</p>	<p>Equality of access is ensured for pupils with disabilities</p>
<p>Improving the Physical Environment of the School</p>	<ul style="list-style-type: none"> • Maintain and develop existing facilities to support access • To work with other agencies to secure individual resources/advice/expertise • Completion of School Accessibility Checklist • To develop sensory integration resources • Training –Sensory Integration 	<ul style="list-style-type: none"> -Analysis of School Accessibility Checklist -Identify and purchase resources -Whole school training with external provider 	<p>Link Governor / HT DHT /SENDCO</p>	<p>Ongoing</p>	<p>Disabled pupils are able to take full advantage of education and facilities.</p>
<p>Improving the delivery of information to disabled pupils</p>	<ul style="list-style-type: none"> • To identify the individual needs of children • To identify and implement alternative communication systems for children and parents. 	<ul style="list-style-type: none"> -Review practice and provision 	<p>Link Governor / HT DHT/SENDCO Coordinator /Staff</p>	<p>Ongoing</p>	<p>Disabled pupils have access to information</p>
<p>School Governing Body</p>	<ul style="list-style-type: none"> • To review the Plan and revise if necessary • Ensure implementation of Plan • Allocate adequate resources • Provide details of the Plan in the SEND Report 	<ul style="list-style-type: none"> -SGB Meetings Sub Committee Meetings 	<p>Chair of Governors / Link Governor / HT DHT/SENDCO</p>	<p>Ongoing</p>	<p>Duties under the Equality Act 2010 are fulfilled</p>