



# **Accessibility Policy**

## **June 2016**

**Written by: Jane Fazackerley SENCo 30-06-2016**

**Ratified by governors** \_\_\_\_\_

**To be reviewed: June 2019**

## **Beech Street Accessibility Plan 2016-2019**

This Accessibility Policy and Plan have been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan is drawn up to cover a three year period.

### **Aims**

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Despite some of the building being well over 100 years old, the ground floor is fully accessible. As the school does not have a lift, the upper floor is inaccessible for pupils and staff requiring assistance due to 2 flights of steps.

### **Drawing up an Action Plan**

The 3 areas to be considered in this action plan are:

### a) Improving Education & related activities

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

*[See checklist provided on page 29 DfES Guidance “Accessible Schools: Planning to increase access to schools for disabled pupils”]*

### b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

*[See checklist on page 30 of DfES Guidance.]*

### c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

*[See checklist on page 30 of DfES Guidance.]*

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Ensure parents/carers with visual disability have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	The school reacts to the needs of both adults and children so that the curriculum is accessible.
	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.	All children access all aspects of the curriculum.	Ongoing	
	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required	
Medium Term	To ensure the school develops children's awareness of disability.	Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light. Invite people with disabilities in to school	When needed, the school provides written materials in alternative formats.	As required  Ongoing	

		Use opportunities to show people with disabilities in a positive light: e.g. Paralympics			
Long Term	Any future plans for further development of the building take DDA issues into account.	Work with LA and architects when planning modernisations.	Where it can be reasonably achieved, the school building continues to be accessible for all.	Ongoing	