



Accessibility Plan- 2017-2018

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments.

In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Incontinence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Our planning addresses the following areas:

- Physical facilities – addressing any reasonable alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors.
- School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services – access to services within and external to the school to support families where a disability is identified.
- Awareness – building awareness and confidence of staff through training and development and heightening children's awareness of issues related to disability.
- Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Aspect	Issue	Action to be Taken	Monitoring and Responsibility	Milestone 1	Milestone 2	Milestone 3	Notes
Access-Physical	To improve access arrangements for children and adults in areas perceived in an audit as potentially difficult	Governors / head / school council to complete a walk around school (Feb 2018) to assess any areas where people with disabilities would find it difficult to access. (Physical accessibility- Doorways, corridors, entrances, flooring- Not curriculum access.) School Council members to be involved in the consultation, evaluation and	Head teacher and governor to report back to full governors	Feb 2018-Walk around school to assess PHYSICAL access arrangements. Any recommendations to be noted by governors and actioned appropriately. Report to governors.	May 2018-Review action points and relative success. Put into place remedial action to complete any outstanding work.	July 2018- Audit action points	Important that council members for student body involved in this.

		drawing up action plans process.					
Access-curriculum	To improve access arrangements for children and adults in areas perceived in an audit as potentially difficult. To ensure that all outside agencies relevant to need are accessed effectively.	Governors and head to complete audit February 2018- to assess any areas where people with disabilities would find it difficult to access the curriculum. (Desktop exercise-relating to recognised student/ staff disabilities based)	Head teacher and governor to report back to full governors	February 2018- Meet in school to assess access arrangements, based on curriculum needs. Review- Good links with outside agencies . Senco very proactive in accessing relevant agencies to support children's learning. Training has helped staff to be able to work with children with impairments . Care plans clearly accessible in staff room and kitchen, and all children with plans have key workers. We are committed to investigating and supporting children who present issues. Catholic Care supports children with emotional needs which produce learning barriers. All teachers and relevant support staff understand the learning requirements of all children with recognised extra needs and act accordingly. School has taken action to embrace key general needs-eg; lighting in classrooms, blinds. We constantly review access arrangements. Action required; formal system of recording issues.	May 2018 Review action points and relative success. Put into place remedial action to complete any outstanding work.	July 2017- Audit action points	Gain information as to what agencies are involved in school before February 2018

Signage	To audit visibility of signs to ensure that visitors can access the school effectively.	Any signs to be put up around school, if required, to aid accessibility	Head teacher and governor to report back to full governors	Feb 2018-Walk around school to assess visibility and positioning of all signage arrangements. Any recommendations to be noted by governors and actioned appropriately.	May 2018-Review action points and relative success. Put into place remedial action to install any signs that are not already in place and/or compliant.	July 2018 Audit action points.	This can be completed at the same time as physical access.
Audit	To audit needs of our children/parents to any specific disabilities they may have. Do we know what needs there are amongst our children/parents?	Send out audits and collate them	Head teacher and governor to report back to full governors	Feb 2018-Audit of all families sent out	May 2018 Governors to review any returns.	July 2018- Headteacher, as health and safety lead, to action accordingly; eg; information in appropriate format. Relevant Continued Professional Development (CPD) for staff	Discussion of results of survey to be discussed with staff Head teacher to action audit.