



Orchard Fields Community School

Accessibility Plan

2017 - 2018

Introduction

The accessibility plan has been written in compliance with paragraph 3 of schedule 10 of Equality Act 2010. The Governing Body has had three key duties towards disabled pupils,

- increasing the extent to which disabled pupils can participate in the school's curriculum,
- improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of plan : October 2017 To be reviewed annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The purpose and direction of the school's plan: vision and values

At Orchard Fields Community School we are committed to giving all of our children every opportunity to achieve their full potential. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children whether they are;

- girls, boys or trans;
- minority and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

We currently have a range of children of all backgrounds, needs and abilities.

These include children with:

- diabetes
- asthma

- eczema and other skin conditions
- hearing impairment
- visual impairment
- ADHA
- ASD
- Allergies
- Heart problems
- Epilepsy
- Severe global developmental delay
- Hyper-mobility

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and other professionals involved with the children to ensure we provide the right care for their needs.

The school is a relevantly new build and there are no issues relating to access to parts of the building or the grounds.

The main priorities of the school's plan

We take advice on support needed for children with disabilities and work with a range of professionals to ensure they have the support necessary to fully include them in the life of the school.

The attached action plan ensures that;

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with other schools and settings.
- Disabled pupils have access to extra-curricular activities.