



Accessibility Plan

January 2018

Key Objective

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2001 (DDA) as:

"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."

Definition of Direct Discrimination

Direct Discrimination is defined by the Equality Act 2010 as:

"Direct discrimination occurs when a person treats one person less favourably than they would another because of a protected characteristic."

Introduction

Victoria School is determined to ensure that all pupils are welcomed and are enabled to access as many areas of the curriculum and school life as possible. Parents/carers play an integral part in school life and the school realises the importance of every parent/carer being able to access the school and welcomed into the school community. Our school promotes the individuality of all pupils irrespective of ethnicity, age, disability, gender, background or attainment.

The SEN and Disability Act 2005 extended the Disability Discrimination Act 1995 (DDA). Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of our Governing Body 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 and revised as necessary. It will be monitored and evaluated by the Resources Committee on an annual basis. The attached action plan (Appendix A) sets out governors' proposals for increasing access to education for pupils with disabilities as and when this is required.

This plan should be read in conjunction with the school's Equalities and Accessibility Policy, Behaviour Policy and SEN Policy.

Current Situation

A whole range of initiatives and strategies are currently in place to help make the curriculum accessible for all, which are invoked when and if a need is identified.

Victoria School has pupils of all backgrounds, needs and abilities. We collect information from early years settings, parents and relevant professionals so that we are prepared for pupils when they arrive in school and therefore can provide the right care and support for their needs.

Support may include:

1. Individual Education Health Care Plans that have been agreed for children.
2. Individual and small group support from outside agencies, resulting from referrals to the relevant support services.
3. Individual and small group support funded from within the school's SEN budget. This is determined by the relative needs of the children and budgetary constraints.
4. Hospital support – children are eligible for support when they have been absent from school for a considerable time due to injury or illness. They may receive a home/school tutor to help them catch up.
5. Interventions put in place to support children who are experiencing difficulties with fine motor control.
6. Personal computers are made available to those children with visual impairments and/or those with poor manual dexterity.
7. Additional computer peripherals and software to enlarge text and to teach keyboard skills are available on all machines.
8. Full participation is made available to all children in off-site activities.

Main priorities of Victoria School Accessibility Plan

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support as appropriate
- The SENCO has an overview of the needs of all pupils with additional needs
- There is appropriate deployment and training of teaching assistants and one to one support staff
- Successful practice is shared within the school
- The school works with other schools within the consortium of local schools

1. To increase the extent to which disabled pupils can participate in the school curriculum

The school has set the following overall priorities for increasing curriculum access:

- To retrain staff on software available in school to aid pupils with disabilities
- To remind staff of the need to have displays available to all where necessary – eg at wheelchair height
- To positively promote disability through school library books/posters and curriculum materials

2. To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

The school has set the following overall priorities for physical improvements to increase access:

- To ensure that at least one toilet is wheelchair friendly.
- To ensure governors make recommendations regarding site access for those with disabilities during their annual site inspection

3. To improve the delivery of information to disabled pupils, staff, parents and visitors

The school has set the following priorities for improving the provision of information:

- To investigate how to access other sources such as braille as and when the need arises
- To consider how to deliver written materials in other formats (eg larger type and language)
- To review the extent of the accessibility of the school's website

Appendix A

Accessibility Action Plan

Objective	Action Required	Target Date	Responsible	Resources	Monitoring	Success criteria	Evaluation
To raise staff awareness of disability issues	School to seek advice and support from experts as appropriate	On going	All, SLT, SENCO	INSET Meeting time Advisers	INSET programmes Staff meeting rota Head's report to governors	Detailed information and support available and passed on by staff	Staff voice
	Consider needs of specific pupils both for school and off site visits	On-going	All, SLT, EVC	Meeting time	Staff meeting rota EVOLVE record	Teachers and support staff aware of issues affecting individual pupils	
To ensure that all school trips are accessible for all pupils	EVOLVE forms and risk assessments Advance visits Thorough planning	On going	SLT, EVC	EVOLVE EVC	EVOLVE EVC and Head of School	School trips are accessible for all pupils	Parent/Child Surveys
To ensure an accessible wheelchair friendly toilet	Regular checks to ensure that the wheelchair friendly toilet is accessible and in usable condition	Termly	SLT, LR	Leadership time	Half-termly SLT monitoring	A toilet is always accessible to wheelchair users	Govs' Resources cttee
To strive to ensure curriculum is fully accessible to all pupils	Through CPD and advice, all staff ensure that the curriculum is fully inclusive and accessible to all pupils	On-going	All	INSET Meeting time Advisers	INSET programmes Staff meeting rota Head's report to governors	A fully inclusive curriculum is delivered; all children meet at least age-related curriculum expectations	Govs' P&C cttee
School policies and procedures provide for all pupils	Through CPD and advice, all staff ensure that the curriculum is fully accessible	On-going	All	INSET Meeting time Advisers	INSET programmes Staff meeting rota Head's report to governors	Policies and procedures support accessibility for all pupils	Govs' Resources cttee

EVOLVE: Hertfordshire's Internet-based system to facilitate the efficient planning, management, approval, and evaluation of educational visits.