
Introduction

The purpose of this plan is to show how Northern House (Wokingham) intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. Northern House (Wokingham) aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Definition of Disability

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.

Principles

Northern House (Wokingham) aims to treat pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning to allow them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with pupils, parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

What will the Accessibility plan do?

1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy.
2. Northern House (Wokingham) is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. Northern House (Wokingham) Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure all pupils are prepared for life regardless of any mental or physical disability. This encompasses teaching and learning and the wider curriculum of the school such as participation in, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan is split into three distinct areas, improving access to the curriculum, improving physical environment and improving access to information.

1. Improving access to the curriculum

Northern House (Wokingham) will continue to seek and follow advice from external agencies such as the Integrated Speech, Language and Communication Service, the Special Education Needs Support Service (SENSS) and the Educational Psychology Services.

Through the Education, Health and Care Plan process, we aim to ensure that we are able to meet the individual needs of each pupil by designing and attaching appropriate provision.

Targets	Actions	Timescale	Responsibility	Outcomes
Increase confidence of staff in differentiating the curriculum	<ol style="list-style-type: none"> 1. Undertake audit of staff training needs 2. Assign in service day to training identified e.g. differentiation, communication, sensory integration 3. Monitoring of planning and giving feedback using Diagnostic Learning Walks 	Ongoing		
Ensure Support Staff have access to specific training to enhance curriculum access & to help facilitate behaviour plans	<ol style="list-style-type: none"> 1. Support Staff to have access to a range of training: e.g. TEAM TEACH, autism awareness, communication 	Ongoing		
Ensure school trips are accessible to all. Plan extracurricular and out of school activities to ensure the participation of the whole range of pupils.	<ol style="list-style-type: none"> 1. Review all out of school provision to ensure compliance with legislation 2. b) Investigate new locations as required 	Ongoing		
To ensure that all staff are aware of Boxhall profiling as a means to help students access the curriculum.	<ol style="list-style-type: none"> 1. All staff training on Boxhall profiling and it's benefits 2. Disseminating individual Boxhall profile targets of all students to all relevant staff 	Jan 2018		

2. Improving access to 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 of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that all pupils with a sensory need can be safely evacuated	<ol style="list-style-type: none">1. Put in place Personal Emergency Evacuation Plans for all children who need them2. Develop a system to ensure all staff are aware of their responsibilities	Jan 2018		

3. Improving access to Information

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

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that information to parents/carers is accessible	<ol style="list-style-type: none">1. Ask parents/carers about access needs when child is admitted to school2. Review all letters home to check reading age/Plain English	Jan 2018		
To update and develop school website to be accessible	<ol style="list-style-type: none">1. Seek advice making Information accessible on website	Autumn 2017		

Linked Policies

This Plan will contribute to the review and revision of the related school policies:

- School Development Plan
- Health and Safety Policy
- SEN Policy
- Equal Opportunities Policy.