



Accessibility Plan

Date of Adoption by Governing Body: _____

Chair of Governor's Signature: _____

Date to be Reviewed: July 2017

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002 and complies with the requirements of the Children and Families Act 2014. It is to be read and operated in conjunction with the school's Disability Equality Scheme and Accessibility Policy.

Disability is defined as follows by the Disability Discrimination Act 1995:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

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

- Not to discriminate against disabled pupils in its 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

Joseph Rowntree School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

1. Increasing the extent to which disabled pupils can participate in the school's curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
2. Improving access to the physical environment of the school. This includes the provision of physical aids where required to support access to education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print and/or Braille.

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

Assessment of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation of all pupils.
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being addressed by specifically identified staff under instruction from parents and medical experts.
- The school employs staff to support the emotional needs of all pupils both in school and during transition to other schools.

2. Physical Environment

- The school is fully wheelchair accessible throughout its three floors with lift access to all areas available and refuge points identified for use in the case of an emergency.
- There is an accessible toilets and hygiene facilities throughout the school. There is a winching facility in a defined and fully equipped medical room.
- Accessible parking spaces are available directly in front of the school building.
- The emergency evacuation system meets the needs of all disabilities.

3. Written Information

- Advice is sought from external agencies when needed for example, those dealing with Ethnic Minorities, Speech & Language, etc.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the school's SEND/Inclusion Policy. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under a minimum of an annual review and revised as necessary.
4. The plan will be published (e.g. on the school's web-site) and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

This plan is available in the following formats, on request to the school office:

- e-mail
- enlarged print version

ACTION PLAN: SCHOOL ACCESS PLAN July 2016

	TARGETS	STRATEGIES/ WHO RESPONSIBLE
Access to the physical environment	<p>Ensure access to computer technology appropriate for pupils with disabilities.</p> <p>Reflect identified areas of need in lesson planning and delivery.</p> <p>Prioritise student participation in school activities.</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p> <p>Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.</p>	<p>All staff, lead and monitored by the SENCO</p> <p>Ongoing programme of staff disability awareness to reflect diverse needs of students within the school and anticipatory duties.</p> <p>Purchase of resources to increase student participation.</p> <p>Accessibility and clarity of signs around school.</p> <p>Awareness of independent access.</p> <p>Clear identification of room functions.</p>
Access to the curriculum	<p>To monitor and develop the quality of inclusive practices throughout the school.</p>	<p>SENCO and SLT.</p> <p>Monitor through pupil tracking of vulnerable groups.</p> <p>Pupils with SEND will have access to the school curriculum, with elements and resources tailored to their individual needs (e.g. enlarged print for visually impaired children)</p>
Access to information in alternative formats	<p>To ensure communication between home and school meets the needs of all learners and their families.</p>	<p>Staff to prepare and alter resources as needed with advice from qualified personnel.</p> <p>Letters to parents sent via email will use appropriate software to ensure compatibility with text to speech software or enlarged print copies made. Hard copies will be offered in various formats on request.</p>