



Accessibility Plan

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| Status | Recommended |
| Audience | Governors, Headteacher, Teachers, Parents, Students |
| Issued | September 2017 |

THE PRESCOT SCHOOL ACCESSIBILITY PLAN

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| Policy Approved: September 2017 |
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| Implementation Date: September 2017 |

INTRODUCTION

The Prescott School are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind, this Accessibility Plan has been drawn up in the period September 2017 to August 2020.

We are committed to providing a fully accessible environment which values and includes all students, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion
- Improve 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.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able bodied students. 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. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum
- Improve the delivery of written information to students, staff, parents and visitors with disabilities

Accessibility Plan

| Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|---|--|---|---|-----------------------|
| <u>Equality & Inclusion</u> | | | | |
| Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings. | Clerk to Governors to add to list of required publication details. | Adherence to current legislation. | Annually | |
| Training to raise awareness of equality and disability issues | Discuss perception of issues with staff / governors to determine the current status of school. | Whole school community aware of issues relating to Access | Discussions to be held | |
| Review Inclusion and Equal opportunities for recorded evidence of how staff provide access in all areas to all pupils | Review policies with staff and governors. | Policies reflect adherence to current legislation | Policies reviewed every 2 years. Long term Annual reviews | |

| Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|---|--|---|--|-----------------------|
| <u>Physical Environment</u> | | | | |
| Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all | SEN staff to audit accessibility of school buildings and grounds | Any new construction will be fully accessible | Long term Until any new construction begins | |

| Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|---|--|---|------------------|-----------------------|
| Curriculum | | | | |
| Continue training for teachers and support staff on different aspects of SEN including differentiation when required. | Review the needs of children with specific issues, provide all relevant training. | All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum | Ongoing | |
| All out of school activities are planned to ensure the participation of the whole range of students | Review all out of school provision to ensure compliance with legislation | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. | Ongoing | |
| Classrooms are optimally organised and all appropriate additional equipment is provide to promote the participation and independence of all students and adults alike | Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases. | Lessons will start on time without the need to make adjustments to accommodate the needs of individual students. | Ongoing | |
| Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required | SENco will ensure appropriate testing and reports are provided in order to apply for access arrangements | All students will have their individual needs met and any barriers to achieving their full potential will be removed | Ongoing | |

| Targets | Strategies | Outcome | Timeframe | Goals Achieved |
|---|--|---|-------------------|----------------|
| Written / Other Information | | | | |
| Availability of written material in alternative formats | The school will make itself aware of services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when required for individual purposes | Ongoing | |
| Availability of written alternative languages | The school will use information and translations available for EAL families | School information will be available for all | Ongoing as needed | |
| To continue improving communication for any hearing impaired member of the school community | To maintain and update systems throughout the school | Students and parents who are hearing impaired will be better able to access verbal information. | Ongoing as needed | |