

# Accessibility plans 2018/19

## Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been developed in conjunction with pupils, parents, staff and the Regional Director and will advise other school planning documents.

The plan will be reviewed by the academy and monitored by the Regional Director

The MS Team will look at policy in to practice: how does the Accessibility Plan impact on the curriculum and classroom practice? How is the SENCO overseeing the implementation of the plan?

This Accessibility Plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Staff can assess children accurate and know what a child's next steps are. Staff are able to provide each child with a challenge to move their learning forward. Most staff are able to appropriately differentiate for SEND children.	All staff members working closely with children can ensure that all children, including those with SEND, have access to a broad and balanced curriculum.	INSETs to take place throughout the year.	SENCO	End of Summer B	Holistic approaches will be taken. Staff will be able to differentiate for all children within their class. Staff will have inclusive classrooms.
Improve and maintain access to the physical environment	Ramps are in place so children/parents/ Visitors can access the school building.	All staff members to ensure that appropriate routes are taken to ensure	Review routes to exit school to ensure appropriate	SENCO Fire Marshalls Teachers	End of Summer B	Staff to know appropriate routes with lifts/ramps for children

	Lifts are in place to enable children to move between floors within the school.	<p>all children can access the physical environment.</p> <p>All staff to ensure that children will be able to access the physical environments on trip/visits outside of school.</p>	<p>ess for disabled students.</p> <p>Named adult to support disabled students moving between floors of the school and exiting, particularly during fire drills.</p> <p>Risk assessments to be checked to ensure access arrangement of trips booked meet the needs of our children.</p>			with disabilities. Staff to create risk assessments when going on trips/visits. Staff to ensure that the physical environment will be accessible on trips, e.g. coaches and activities booked.
Improve the delivery of written information to pupils	Children have written information explained to them by an adult during school.	<p>All staff members to ensure that written information is communicate to children in child-friendly language.</p> <p>If necessary, staff members to transfer the written information to pictures to ensure understanding.</p>	Staff to be supported by SENCO in regards to making information child-friendly.	SENCO	End of Summer B	Children to have a good understanding of information they are given in school.