



Community College

POLICY: ACCESSIBILITY POLICY AND PLAN

Stoke Damerel Community College 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.

The purpose of the Plan

The purpose of this plan is to show how Stoke Damerel Community College 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 and harmonises 9 main pieces of equality legislation. 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.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

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. Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.

Long term is defined as lasting, or likely to last, for at least twelve months.

What will the Accessibility plan do?

1. The Accessibility Plan at Appendix 1, is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
2. Stoke Damerel Community College 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. The Stoke Damerel Community College 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 that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 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.
4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.
5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Equality and Diversity Policy
 - Health & Safety Policy
 - SEND Policy
 - School Improvement Plan
 - Premises Management Plan
6. The Accessibility Plan will be published on the school website.
7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body
8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

APPENDIX 1 – THE ACCESSIBILITY PLAN

This has been produced after reviewing our existing plans, looking at options for improving accessibility within existing arrangements and an audit of the school site for accessibility. We monitor the implementation of the Plan and keep this under review to the access needs of the school

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Availability of written material in alternative formats.	We are aware of the services available for converting written information into alternative formats.	If needed we can provide written information in alternative formats.	Term 2 2016/17	Delivery of information to disabled pupils improved.
Medium Term	Training for teachers on differentiating the curriculum.	There is an ongoing CPD programme to support differentiation in the curriculum	Staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	Increase in access to the curriculum
Long Term	We plan to improve access to designated areas over successive financial years.	Planned use of major capital delegated resources using Schools Access Initiative Funding	Over time, access will be fully accessible	Ongoing	Physical accessibility to school increased.

APPENDIX 2 IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help you identify barriers to access that exist in the school. The list is not exhaustive and is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?		
Questions	Yes	No
Do you ensure that teachers & teaching assistants have the necessary training to teach and support disabled pupils	X	
Are your classrooms optimally organized for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups & the whole class?	X	
Are all pupils encouraged to take part in music, drama & physical activities?	X	
Do staff recognize and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognize and allow for the additional time required by some disabled pupils to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectation of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	
Section 2 : Is your School designed to meet the needs of all pupils?		
Questions	Yes	No

Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms; the assembly hall; canteen; library; gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		X
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X
Are areas to which pupils should have access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics and noisy equipment?	X	
Is furniture and equipment selected, adjusted & located appropriately?	X	

Approved March 2017