



The Florence Nightingale Academy

ACCESSIBILITY POLICY AND PLAN 2019 - 2022

Accessibility Policy and Plan: 2019-2022

Introduction

We believe that this Accessibility Plan is compliant with current legislation and requirements. Please read in conjunction with the school's Equalities Policy.

Definition

The definition of disability under the law is a wide one. A disabled person is someone who has, "a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities" The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental health issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HI. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. <https://www.gov.uk/definition-of-disability-under-equality-act-2010>

What the Policy Does

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

Eg. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

E.g. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame. It is a

requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We treat children as individuals, including those with disabilities. At our school we celebrate excellence, progress and achievement. We want each and every child to enjoy school, have high self-esteem, to respect and care for others and to know how to be healthy and safe and to achieve well. The school promotes an inclusive ethos; adapting provision to accommodate the needs of the individual child as far as is practicable within mainstream education.

Action plan

The action plan is attached as Appendix A. This document provides greater detail about what the school considers to be a priority in terms of the three 'themes' of the accessibility plan: - Access to the curriculum - Physical Environment - Delivery of Information.

Appendix A

ACCESSIBILITY ACTION PLAN July 2016-19

Access to the Curriculum				
Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Increase confidence of all staff in differentiating the curriculum	Assess staff training on curriculum access Assign CPD for dyslexia, differentiation and recording methods	Raised staff confidence in strategies for differentiation an increased pupil participation	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required July 2017 July 2018 July 2019
Ensure classroom support staff have specific training on disability issues	Through TA meetings & training Update on Dyslexia Update on how to support HI & VI pupils Annual updates	Support staff are even more aware and supportive of pupils needs Pupils well supported in lessons and interventions	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required July 2017 July 2018 July 2019
Use ICT software to support learning	Review needs of learners to consider whether any new software is required to support access to curriculum Consider this in Data Review meetings	ICT used where necessary – Clicker, recording devices (voice/visual) etc Pupils can access curriculum fully	SENCO/Inclusion Manager/Learning and Teaching Lead	On-going and as required Data review meetings

	and Provision map meetings.			
All educational visits to be accessible to all	Teachers of pupils with disabilities to plan for access to education visits Use LA guidance for planning accessible trips when finalised	All pupils with disabilities access school trips successfully	SENCO/Inclusion Manager	On-going and as required Review annually July 2017 July 2018 July 2019

Physical Environment

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure that site is accessible to wheelchair users where required	Use of ramp where necessary Liaise with Site Manager	Ramp used for wheelchairs users	Inclusion Manager	Annually

Delivery of information

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure information on websites can be enlarged and statement on website if anyone requires the information in any other format	Ensure teachers and TA's know how to do this. Office staff to provide alternative ways to view newsletters etc	Stakeholders will know that if necessary, information can be presented to them in an alternative format	Inclusion Manager/Web Team	Annually

