The Florence Nightingale Academy

Accessibility Plan

Introduction

We believe that this Accessibility Plan is compliant with current legislation and requirements. Please read in conju7nction 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

The Accessibility Plan will contain relevant and timely actions to:

1. **Increase access to the curriculum for pupils with a disability**
E.g. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are 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 timeframe.

Annual Disabled Access Audit / Action Plan

The key to successful integration is ensuring that the door is always open and no routes to learning are blocked. Every effort is made to cater for the unique needs of everyone.

School Building

Area	✓ or X	Action Required	Person Responsible
All the areas to which pupils should have access, including: • Classrooms • Hall / Dining Area • Playground • Sports Field • Toilet Facilities	✓ ✓ ✓ ✓ ✓		DW
Physical structures such as doorways, which may function as barriers to pupils who use wheelchairs	✓		DW / LB
The existence of safe pathways of travel around the school site / parking arrangements	✓		PZ
School environment not confusing or disorientating for disabled pupils with visual impairment	✓		DW
Signage / symbols in place	✓		DW
Accessible storage to enable disabled pupils to access aids and equipment in place	✓		DW
Reasonable adjustments in place to include people with whom their disabilities affect their hearing, including rooms with poor acoustics / noisy equipment	✓		DW / LB
Emergency and evacuation systems, including alarm with both visual and auditory components	✓		DW / LB

The Curriculum

Area	✓ or X	Action Required	Person Responsible
Is adequate provision made for making information available to all people who may need access to goods, services, and facilities?	✓		DW
Do we provide information when required in Braille, large print, Comic Sans font (for pupils with a Dyslexia profile) or on audiotape for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		DW
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities which affect their vision e.g. by reading aloud, use of whiteboards etc	✓		DW
Do we have the facilities to produce written information in a variety of fonts, sizes, and colours?	✓		DW
Do we make the use of RNIB guidelines on producing written information in accessible formats?	✓		DW
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		DW
Do we ensure our staff have the necessary training to support disabled pupils?	✓		DW / LB
Do we make the most effective use of our support staff?	✓		DW / LB
Are our classrooms optimally organised for disabled pupils?	✓		DW
Is the lighting / provision of blinds appropriate in all teaching areas?	✓		DW
Are lessons responsive to pupil diversity?	✓		DW / LB
Are all lessons made accessible to all students?	✓		DW / LB

The School Culture

Area	✓ or X	Action Required	Person Responsible
Is everyone made to feel welcome?	✓		DW / LB
Are there high expectations of all pupils?	✓		DW / LB
Do staff, governors and pupils share a philosophy of inclusion?	✓		DW / LB
Are all pupils equally valued?	✓		DW
Do our staff seek to remove all barriers to learning and participation?	✓		DW