



Introduction

This Accessibility Plan has been drawn up in consultation with the Leadership Team and staff of the School, and covers the period from November 2017-October 2020. The plan will be kept under review during this period by the Headteacher, SENDCO, Premises Manager and revised as necessary.

We are committed to providing an environment that values and includes all pupils, staff, Governors, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

This Plan and other related policies, e.g. The Disability Equality Policy and Policy for Pupils with Medical Conditions, can be made available in large print or other accessible format, if required.

Background

The School Estate

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School's buildings date from between 1885 and 2009. In recent years, the School has made every effort to make the premises as fully accessible as possible, responding to the needs of individuals as well as to the legal requirements in force at the time of the renovation of the Victorian building and the construction of the latest teaching blocks. Access has been improved with the provision of lifts and stair-lifts in almost all areas, and there is colour differentiation in corridors and stairwells.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve the physical environment of the School to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.
- provide ongoing awareness training for all staff.

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable any prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments, as appropriate. The School will be sensitive to any issues of confidentiality.

Areas without Full Access

Three areas of the School site are not currently fully accessible:

1. 2nd Floor of the Victorian Building
Occasional teaching takes place in this area. Any activities carried out here from time to time can easily be transferred to take place on the ground or 1st floors, if need be. It would be impractical to make this area fully accessible because of its age and design.
2. 1st Floor of Madeley House
Although teaching takes place here, there are currently no provisions for any pupils or Staff with mobility issues to access the 1st floor. Any teaching can easily be transferred to the ground floor. Any proposed long-term solution to make the 1st floor accessible will be considered where practicable and in conjunction with the Local Authority based on any prospective pupils' needs.
3. 1st Floor of the Pavilion
No teaching takes place here. Appropriate amendments are made to the usual changing arrangements, where necessary, to allow disabled changing on the ground floor.

Although the School's minibus fleet is wheelchair friendly, usually fully equipped minibuses are hired in, when necessary.

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D Ayling, Headteacher

Agreed by Governors:

Review Date: October 2020

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R Knighton, Premises Manager

Strategy	Action	Success Criteria	Timeframe	Current Action Required
Differentiate planning and teaching to ensure inclusion for all abilities and disabilities.	<p>SENDCO, TAs, CAMs to ensure all needs are met.</p> <p>Training to ensure that staff are confident in their knowledge and understanding of how best to manage their teaching, and are familiar with any developments in IT, which can enhance learning.</p>	<p>Pupils make appropriate progress, or better. Reviews with pupil and parents in reports, at PPTCs and in Review meetings.</p> <p>Pupils have access to their entitlement for special exam arrangements.</p>	Ongoing.	
Ensure that all medically disabled pupils have appropriate care.	<p>Adherence to Schools' Policy on 'Supporting pupils with Medical Conditions'.</p> <p>All staff receive appropriate training.</p>	<p>Regular training on Epipen use, diabetes and asthma awareness.</p> <p>Individual Care Plans up to date.</p>	Ongoing.	
Ensure optimum environment for learning .	<p>SENDCO, TAs, CAMs to ensure furniture layout, print size for textbooks etc., for individual needs.</p> <p>Can the teacher's voice be heard, and their writing read?</p>	<p>Individual learning needs are met.</p>	Ongoing.	
Ensure that all disabled pupils can be safely evacuated.	<p>Evacuation Plan reviewed annually, and includes individual arrangements for identified pupils.</p> <p>Training in use of Evac chairs for appropriate staff.</p>	<p>All students can be evacuated safely and appropriately, when required.</p>	Ongoing.	

<p>Ensure fairness in the Admissions process and access on Open Evenings.</p>	<p>Prospectus and Admissions arrangements can be made available in large typeface or using read-aloud technology.</p> <p>Ensure SENDCO is consulted re: potential admission of any pupil with a known disability need.</p> <p>Registrar aware of any access issues. Tours for parents and children with mobility problems are arranged individually with a special tour guide.</p> <p>Designated parking spaces available.</p>	<p>Appropriate arrangements are in place for candidates to assess their ability to join the school regardless of disability.</p>	<p>Ongoing.</p>	<p>Research of formats for making school information available for parents with disabilities.</p>
<p>Maintain a well-trained and qualified Learning Support team, including specialist support for pupils with intimate personal care needs.</p>	<p>Maintain staffing level and training.</p>	<p>All pupils' personal needs can be met.</p>	<p>Ongoing.</p>	
<p>Improve safe accessibility in corridors, and between sites.</p>	<p>Ensure locker doors are kept shut, and personal belongings stored safely rather than on the floor. Encourage pupils to cross only at designated crossing points, and provide support, when necessary.</p>	<p>Corridors and crossings can be safely negotiated by pupils with disabilities.</p> <p>School to work closely with Outside agencies.</p>	<p>Ongoing raising of awareness with students and staff.</p>	