



Accessibility Plan

Status	Recommended
Audience	Governors, Headteacher, Teachers, Parents, Students
Issued	September 2017
Revised	22.11.17
Reviewed	September 2018 18 th March 2019 September 2021 September 2023

THE PRESCOT SCHOOL ACCESSIBILITY PLAN

Policy Approved: September 2017
Implementation Date: September 2017
Review Date: September 2018 / 18th March 2019/Sept 2021 (EE)/Sept. 2023 (EE)

INTRODUCTION

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Prescott School are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

We are committed to providing a fully accessible environment which values and includes all students, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion

- Improve 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.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able bodied students. 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 aids and equipment, which may assist these students in accessing the curriculum
- Improve the delivery of written information to students, staff, parents and visitors with disabilities

Accessibility Plan

<u>Equality & Inclusion</u>				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
Training to raise awareness of equality and disability issues	Discuss perception of issues with staff / governors to determine the current status of school.	Whole school community aware of issues relating to Access	As part of staff CPD cycle	Addition of ON CPD in school means training can be directed.
Review Inclusion and Equal opportunities for recorded evidence of how staff provide access in all areas to all pupils	Review policies with staff and governors.	Policies reflect adherence to current legislation	Policies reviewed every 2 years. Long term Annual reviews	

<u>Physical Environment</u>				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all	SEN staff to audit accessibility of school buildings and grounds	Any new construction will be fully accessible	Long term Until any new construction begins	

Curriculum				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
All out of school activities are planned to ensure the participation of the whole range of students	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all students and adults alike	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Lessons will start on time without the need to make adjustments to accommodate the needs of individual students.	Ongoing	
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required	SENCo will ensure appropriate testing and reports are provided in order to apply for access arrangements	All students will have their individual needs met and any barriers to achieving their full potential will be removed	Ongoing	2021 protocol reviewed in line with JCQ changes.

Written / Other Information				
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Availability of written material in alternative formats	The school will make itself aware of services available for converting	The school will be able to provide written information in different	Ongoing	LA link developed.

	written information into alternative formats.	formats when required for individual purposes		
Availability of written alternative languages	The school will use information and translations available for EAL families	School information will be available for all	Ongoing as needed	
To continue improving communication for any hearing-impaired member of the school community	To maintain and update systems throughout the school	Students and parents who are hearing impaired will be better able to access verbal information.	Ongoing as needed	