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## Accessibility Plan 2018

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### Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Aspire Schools is committed to the principle that all students realise their potential. This is achieved through a broad and balanced curriculum that provides equality of opportunity and enables high achievement for all, regardless of specific need. To this end we are committed to providing an environment that enables full access to all pupils, staff, parents and visitors regardless of their physical, social, spiritual, emotional and cultural background. We will take positive action in line with the Equality Act (The Act) with regard to disability and we will develop and promote a culture of inclusion, support and awareness within the school.

The Accessibility Plan will be considered when drafting school policies and will be reported upon annually. It is intended that improvements to the school environment will be included in the School Development Plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### Legislation and guidance

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

## **Purpose**

The Plan sets out proposals to increase access to education for disabled pupils in the three required areas as stated in the planning duties in the Act:

- increase the extent to which disabled pupils can participate in the school curriculum
- improve access to the physical environment of the school
- improve the delivery of information

The school also recognises its responsibility towards disabled staff and will:

- monitor recruitment procedures to ensure that all people with disabilities are given equal opportunities
- ensure that any staff with disabilities are supported with special provision to ensure that they can work effectively
- where necessary, make reasonable adjustment to enable staff to fully access the work place

## **Monitoring**

The Plan will be reviewed in consultation with pupils, disabled pupils, parents of disabled pupils, staff, Governors and external stakeholders.

## **What is meant by disability?**

The Act defines disability as:

“A person has a disability if he or she have a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out daily activities.”

These impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are included when they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. ADHD, ADD, ASD etc. This therefore includes a number of pupils who are or may be on our Special Educational Needs (SEN) Register and may also have an Education Health and Care Plan

Within this document the term “curriculum” refers to both teaching and learning within school time and participation in co-curricular activities and school visits.

## **Overall Strategy**

We aim over time to increase the accessibility of provision for all students, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against students with disabilities or treat them unfairly
- having high expectations of all students be they disabled or able bodied
- finding ways in which all students can take part in the full curriculum including sport, music and other co-curricular activities
- planning out-of-school activities including all school trips so that students with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for students with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of students with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for students with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and students aware of the importance of such language
- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

### **Planning Duty 1**

Increasing the extent to which disabled pupils can participate in the school curriculum

It is our aim to:

1. Audit pupils, who require learning support, at the Induction Interview, to assess the differentiated resources available to them.
2. Provide training to all staff on the importance of the differentiation of the curriculum and its delivery within the classroom.
  - All departments to ensure that schemes of work have clear differentiation included
  - SENCO to work closely with Heads of Department and teachers to ensure that all lessons are accessible to all pupils
  - Teaching staff to liaise with SENCO and Learning Support Assistants (LSAs) prior to lessons so that support is fully utilised.
3. Ensure equal access for disabled pupils to co-curricular activities and school visits.
  - Risk assessment and planning of trips to include accessibility references
  - Analyse co-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
4. Ensure that all pupils feel supported and included within the school.

### **Planning Duty 2**

Improving access to the physical environment of the school:

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

“Aspire Schools is spread over four main complex and intensively used sites, which include buildings and pathways which have differing levels, and in some cases restricted access. Aspire Schools will seek to take all reasonable steps to accommodate specific requirements when they arise”.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:

- Provide more designated disabled parking spaces
- Install ramps next to existing steps where appropriate to improve pedestrian and wheelchair access

2. Lighting

- Provide adequate lighting in all areas of the school environment

3. Toilets

- To have sufficient disabled toilets available along with appropriate hand washing facilities.

4. Lifts

- Lifts to be provided in all new buildings

### **Planning Duty 3**

Improving the delivery of information (to disabled pupils and parents).

We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

Date Reviewed: November 2018