

# Accessibility plan 2014–17

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### 1. Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and local authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plan aims to ensure that:

- disabled pupils can participate in the curriculum
- the physical environment of the school enables disabled pupils and other stakeholders to take better advantage of education, benefits, facilities and services provided
- accessible information is available to disabled pupils and other stakeholders.

We recognise the need to provide resources for implementing plans and will regularly review them.

This access plan includes data and consultation from Disability Equality Scheme/Single Equality Scheme where they continue to be relevant.

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 a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination

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- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger.

The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, Down's syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, people who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

**All of our pupils will therefore be included in this definition, and it may include some of our staff, governors, parents and volunteers.**

We believe that all children and young people have the right to be healthy, happy and safe, valued and respected, and to have high aspirations for their future.

Our school endorses inclusion where inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

The Accessibility plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of equality objectives.

The Accessibility plan is structured to complement and support the school's equality objectives. We are committed to providing an environment that enables full curriculum access and that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Rise School's Accessibility plan will show how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility plan will contain relevant and timely actions to ensure access to the curriculum for all students, ensuring that students with a disability are as equally prepared for life as students who do not have a disability. (If a school fails to do this they are in breach of duties under the

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Equalities Act 2010). This covers teaching, learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities and school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

## 2. Curriculum

Target	Strategies	Timescale	Responsible	Success criteria
Ensure all class based staff have access to training on disability issues	Audit staff to identify training needs and inform the CPD process	October 2014	TL/DHT	Increased confidence of staff in strategies of differentiation
Ensure all staff are aware of each pupils needs	Set up an information sharing system for all staff inc. SMSAs Display information relating to specific needs in the staffroom	Ongoing	TL/DHT	All staff aware of individual pupils access needs and specific medical needs
Ensure all staff are able to use the SEN software and resources	Make list of available resources so that staff are aware and ensure that all staff are able to use them (offer training where needed)	September 2014	TL/DHT	Resources are used effectively in lessons across the school
Review the curriculum annually to ensure that it is accessible to the current cohort.	Include a reference to disability equality in all curriculum reviews	Annually	TL/DHT/Subject leaders	Curriculum accessed fully by all students

**Reference should also be made to our SEN policy**

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### 3. Access to the physical environment

Target	Strategies	Timescale	Responsible	Success criteria
Ensure that the school is aware of access needs of children, staff & parents/carers	Individual access plans for all children where necessary  Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met. Include questions in the confidential pupil information questionnaire about pupil and parent/ carer access needs – ensure they are met	Ongoing  June 2014	Teachers  SF	Access plans in place and awareness of pupils needs among staff. All stakeholders are able to access the site and all activities.
Ensure that all pupils can be evacuated safely	Ensure that PEEPs are in place where necessary and that staff are aware of their responsibilities	September 2014 and ongoing	TL/DHT	All children are evacuated safely in fire drills.
Ensure access and escape routes are suitable for all.	During planning of temporary and permanent buildings ensure that the needs of disabled people are met.	May 2014 onwards	TL/SF/Board	All common facilities are located on the ground floor, ramp access where necessary, good signage for the visually impaired etc...

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#### 4. Access to information

Target	Strategies	Timescale	Responsible	Success criteria
Review information to parents and carers to ensure that it is accessible	Consult as to what information is needed on Pupil Information questionnaire on entry. Review all letters to make sure they are written in plain English Produce Newsletter in large print if needed	Ongoing	SF	All parents receive information in a format that is accessible
Inclusive discussion of access to information in all annual reviews	Consult with parents/ carers and children about access to information and preferred formats in all reviews. Develop strategies to meet needs	On going	TL/DHT	Staff more aware of pupils' preferred methods of communication

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