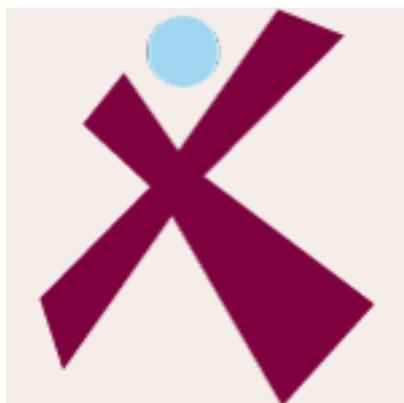


Accessibility plan

Sprowston Community Academy



Approved by:

Darren Vertigan

Date: Sept 2018

Last reviewed on:

Sept 2018

Next review due by:

Sept 2019

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1. Aims

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Ensure that disabled students can access at least one specialist classroom per subject area (ground floor/lift access)</p> <p>Ensure that re-rooming takes into account the needs of disabled students</p> <p>Ensure that staff meet the individual needs of specific students by adhering to Student</p>	<p>Audit of classrooms and faculty/subject bases.</p> <p>Liaison with Cover Manager; Clear list of students who cannot access upstairs classrooms; staff awareness through briefings and CPD</p> <p>Student and parent voice; Teaching and Learning Quality Assurance through</p>	<p>WL/FT</p> <p>WL</p> <p>WL/LT</p>	<p>January 19</p> <p>Immediately</p> <p>On-going</p>	<p>All students have physical access to all subject areas</p> <p>Disabled students do not miss access to lessons because they are re-roomed to classrooms that cannot be accessed</p> <p>Students with disabilities including visual and hearing impairment make progress and have</p>

		Passport and Pupil profiles- eg enlarged fonts; use of subtitles to support learning	learning walks and classroom observation			resources adapted to meet their needs
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Room layout and seating plans • Disabled parking bays • Disabled toilets and changing facilities 	Investigate the safety, training and cost involved in evacuation chairs so that disabled students can access upstairs classrooms where there is a lift available	Discussion with Trust premises team; if appropriate quotes taken; parent and student voice about how they would perceive this	WL/AK	April 2019	Students have more physical access to a wider range of classrooms because evacuation chairs are in place and robust training and safety planning is evident
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources as requested • Use of subtitles • Induction loops • Pictorial or symbolic representations • Close links with the Virtual School for the 	<p>Improve training for all teaching and support staff in relation to supporting the needs of hearing and visually impaired students</p> <p>Further exploration of how technology (hardware and software/apps) can support students to access information and</p>	<p>Regular inputs at briefings; CPD from specialist teachers</p> <p>New Associate LT role will look at technology; specialist advice and consultancy; learning from other schools. Work with the Trust to</p>	<p>WL/SG</p> <p>WL/LT</p>	<p>April 2019</p> <p>April 2019</p>	<p>All staff routinely consider and accommodate the needs of students with hearing and visual impairments when delivering lessons</p> <p>Effective use of technology boosts students engagement and progress and aids teaching and learning</p>

	Deaf to provide training to staff and specialist TAs	engage in learning	improve ICT infrastructure			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body and Board of Trustees

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				