

Accessibility Plan

Introduction

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Date of Plan: Jan 2017 To be annually reviewed.

Definition of Disability:

EQUALITY ACT 2010 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities.
- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised", although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.



The Duty of the School

The Disability Discrimination Act 2005 places a general duty on schools, who need to have due regard for the following when carrying out their functions:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination that is unlawful under the DDA, including protected characteristics;
- Eliminating harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people's needs, even if this requires more favourable treatment.
- Schools and local authorities will (when provisions are implemented) be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements.

The following are referred to as 'protected characteristics' and individuals cannot be discriminated against because of these or their association with any of the following;

- sex,
- race,
- disability,
- religion or belief
- sexual orientation
- gender reassignment,
- pregnancy or maternity

This is also known as the Disability Equality Duty (DED) and applies to all disabled students, staff and those using services provided by schools.

The purpose and direction of the school's plan: vision and values;

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Farringdon Community Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.



Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our children or any adults associated with our school without regard to differences in/for:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- sexual orientation
- pregnancy/maternity

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data

We currently have a whole range of children of all back grounds, needs and abilities.

- We have a wide range of other needs, including, vision, hearing, cerebral palsy, autism, dyspraxia, dyslexia, developmental, gross and fine motor skills.

We collect information from the Junior Schools, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We have a range of significant emotional needs across the school.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.



We currently have no deaf pupils in school and have no access to audio equipment. One child is, however, experiencing hearing problems alongside other disabilities and cerebral palsy. To be checked!

Increasing the extent to which disabled students can participate in the school curriculum.

- Within the rolling programme of curriculum policy review and school improvement, ensure that policies relate to disabled pupils and the outcomes in the Every Child Matters Agenda.
- Draw on the expertise of external agencies to provide specialist advice and support.
- SENCO to have an overview of the needs of disabled students.
- Ensure there are high expectations.
- Ensure there is appropriate deployment and training of learning support staff.
- Share successful practice within the school.
- Work with partner schools.
- Ensure disabled students have access to extra-curricular activities.
- Investigate providing handbook and letters in audio and Braille format if this became necessary

Supporting Parents with Disabilities:

When providing newsletters and information for parents and carers, schools should make this information available in an accessible format so that parents or carers who may be, for example, visually impaired, can access the information.

Additionally, events for parents and carers such as open evenings, meetings with teachers, should be held in accessible parts of the building, where needed.

Improving the delivery to disabled pupils of information that is provided in writing for students who are not disabled:

- Ensure disabled students receive hand-outs, timetables, worksheets, notices, information about school events.
- Ensure information is available in an appropriate format which takes account of students disabilities, eg in Braille, large print, in simplified language, on audio or video tape, through sign language etc.



Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Ensure that the planned re-modelling of the school increases accessibility and addresses priorities identified in the accessibility audit.
- Include accessibility in the school improvement plan.
- Ensure any repairs and replacements to fixtures and fittings increase accessibility.
- Ensure that colour contrast throughout the school is improved within the rolling programme of redecoration.

The Autistic Spectrum Provision:

The Autistic Spectrum resourced provision provides a specialised and highly differentiated support network with appropriate resources. The staff in the Provision are specially trained and/or experienced in meeting the needs of the students. In addition, all staff in the main stream will be kept up to date with developments and training.

Students with an Educational Health and Care Plan have a highly personalised and differentiated curriculum supported by appropriate resources and support from a trained adult. Packages include Speech and Language Therapy (SaLT), Occupational Therapy, bespoke targeted intervention, Phonics and social skills. Resources are updated with the needs of the students in mind, such as ergonomic writing pens, SaLT materials, literacy and numeracy schemes to support multisensory learning, overlays and Dyslexia technology.

All students' progress is monitored, through data and meetings between the SENDCO and subject leaders, multi-agency meetings and review meetings. Tracking systems are used for all students regardless of ability, and high expectations are maintained for all. Information is disseminated which teachers use to inform their planning and delivery in lessons.

Educational visits are organised to ensure maximum opportunity for all students within the provision. The SEND department arranges exam access arrangements to ensure that students requiring support have the same opportunities as other students.