ACCESSIBILITY PLAN

Review Date: June 2020

ACCESSIBILITY PLAN

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

Legislation

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.

Aims

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.

Some pupils in our school may have disabilities and will consequently need additional resources. The school is committed to providing an environment that allows all

students full access to all areas of learning and will ensure that the physical environment is appropriate for every individual, regardless of disability.

Teachers modify teaching and learning as appropriate for all pupils. For example, they may give additional time to pupils with disabilities to complete certain activities. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for all pupils:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Is available in appropriate formats to meet the needs of all members of the school community.

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 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 and sets out the process for raising concerns.

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

Agreed by Governors: June 2017
Review Date: June 2020

ACCESSIBILITY PLAN

Littlegreen School
Supporting and developing the whole child

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. The curriculum is reviewed to ensure it meets the needs of all pupils.	Improve range of skills and experience available within the school so we are better able to assess and provide for the needs of pupils.	Audit staff's current skills, training and experience and plan future training. Develop academic and SEMH provision map which details provision available for specific needs	PR PR	Ongoing March 2018	Pupils are more able to access the curriculum regardless of their SEND. Pupil progress meetings and IEP reviews show rapid progress towards academic and SEMH targets
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets	Ensure known access and emergency exit routes for wheelchair users are known by all staff Identify areas of site where access is restricted and address issues	Conduct site review with CT to identify areas and add to published emergency plans	PR/CT	March 2018	Areas of restricted access addressed or clear alternative routes in place

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| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:

• Internal signage

• Pictorial or symbolic representations

• Visual timetables

• Child height notices | Ensure school is able to accommodate visually/hearing impaired pupils when need arises | Work with external service/school nurse to address individual communication needs as they arise | PR | | Ongoing | Pupils with specific communication needs are involved and informed of all aspects of school life |