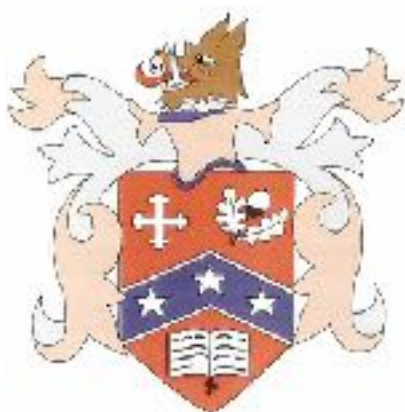


JAMES OGLETHORPE SCHOOL

Accessibility Plan 2017/19



Plan Review Date	January 2017
Date of next Review	January 2019
Who reviewed this policy?	Governing Body
Approved by Governing body Name: _____ Role: _____	Signed: _____ _____ Date: January 2017

ACCESSIBILITY PLAN 2017/9 : Meeting Disability Needs

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The SEN Code of Practice 0-25 also provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

Schools are required to produce an **Accessibility Plan** for:

- increasing the extent to which disabled students can participate in the curriculum – this is whole school level, not just teaching and learning but after school clubs, leisure and sporting activities and school visits;
- improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of information to disabled students which is provided to students who are not disabled - taking into account views of students and parents

Information about the Accessibility Plan must be published in the annual report to parents. There is an overlap with the school's special educational needs policy. Special educational needs provision is something additional to or otherwise different from normal provision. The Accessibility Plan goes beyond SEN. Its aim is to increase inclusion.

There are two parts to the disability provisions in the new legislation. The 'discrimination' part requires schools to take **reasonable** steps to prevent a child with a disability being

at a disadvantage. These are day-to-day adjustments that must be taken now and schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments is likely to be found in good practice. The second part, the planning, looks to **improve** access over time.

Once the Plan has been published the school has a duty to implement it and allocate adequate resources to it.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments this may be needed in the future.
- To plan to increase access to education for disabled pupils.

The definition of disability in the Equality Act 2010 is :

‘A physical or mental impairment that has a substantial, long-term, adverse effect on a person’s ability to carry out normal day-to-day activities. Some specific medical conditions – HIV, multiple sclerosis and cancer – are all considered as disability regardless of their effect.’

‘Substantial’ is defined as ‘more than trivial’ so the definition covers a large group of children and can include hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised ‘protected characteristics’ conditions such as ASD / Aspergers and ADHD. Some, but not all, of the children will have special educational needs.

The aims of the Act and the Code of Practice 0-25 (2014) are to encourage inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce the possible impact.

Our Plan will consider improving access for all these areas over time.

Plan for 2017 / 2019

	Action / Commitment	Timescale and implementation
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<p>Improving access to the curriculum</p>	<p>Whole school awareness of barriers to learning for vulnerable pupils / understanding of SEND/PP support mechanisms.</p> <p>Differentiation and curriculum access to deliver quality first teaching</p> <p>School focus on marking & feedback to enable all pupils to access progress frameworks</p> <p>Embedding of new SEN Support Plans to develop the support of those pupils with special educational needs</p> <p>Homework – embedding of new system especially in year 6 to encourage independence and give choices – accessible to parents</p> <p>SMSC – development of robust revised programme</p> <p>Ongoing review and development of the curriculum design and delivery to meet the needs of all learners</p>	<p>Annual training for teaching staff SEN Guidance document, including summary of Code of Practice and PP Guidance document</p> <p>School priority (one of 5 linked priorities for 2017) – CPD, appraisal targets and M&E focus</p> <p>School priority (one of 5 linked priorities for 2017) – CPD, appraisal targets and M&E focus</p> <p>Fully in place September 2017 Plans for individual pupils</p> <p>September 2017 – develop through homework clubs & peer support</p> <p>Launched with training in September 2016</p> <p>Ongoing throughout 2017/18 school year – to be reviewed and developed by a range of focus groups –T&L group established to link with all stakeholders.</p>
<p>Improving access to the physical environment</p>	<p>Further improving outdoor areas to prevent slipping with contrasted grip surfaces</p> <p>A rolling maintenance programme to rectify external areas to rid pot holes, etc.</p> <p>Replace handles and locks with door entry systems.</p>	<p>Summer 2017 (new build/ refurbishment of PRU and outdoor areas)</p> <p>On-going</p> <p>Summer 2017 (new build/ reception)</p>

Improving access to information	Further develop the use of the school website to increase the amount and type of information available to parents and pupils Detailing on SEN Support Plans where a pupil would benefit from a paper copy of projected information, adapted resources such as enlarged font and/or coloured backgrounds	From September 2017 Fully in place September 2018
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