Accessibility Plan Digitech Studio School

Version 1.0   May 2017

History of most recent Policy changes

Date	Page	Change	Origin of Change e.g. TU request, Change in legislation
May 2017	Document Creation	Template for school use created	Requirement to have plan in place in each school

Contents

1   Introductory Statement

1.1   This Accessibility Plan (**Plan**) has been drawn up in consultation with staff parents and pupils of the School and covers the period from April 2015 to March 2018. The plan is available in large print or other accessible format if required.

1.2   The plan takes account of the School's public sector equality duty set out in section 149 of the Equality Act 2010.

1.3   We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2   Background

2.1   The School's layout and facilities

2.1.1   The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School occupies *[include here a general description of the School buildings drawing attention to particular issues such as size and location of classrooms, accessibility of toilets, provision of lifts etc]*.

2.1.2   We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:

- increase the extent to which disabled pupils can participate in the School curriculum

- improve the physical environment of the School to increase access to education by disabled pupils

- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

2.1.3   Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

2.1.4   The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School prospectus

- disability equality scheme

- equal opportunities policies

- health and safety policy

- special educational needs policy

2.1.5   The Plan will be monitored through the [● include the relevant committee of the governing body]. There will be a full review of the Plan on [● 00 month year] when a new Plan will be produced to cover the next three years.

2.2   Welcoming and preparing for disabled pupils

2.2.1   Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

2.2.2   In order to meet the needs of disabled pupils, the School requires full information. The School will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware. Where a pupil has a statement of special educational needs, or an Education, Health and Care (**EHC**) plan the School will work with the Local Authority (**LA**) who makes and maintains the statement / EHC plan to ensure that the identified provision is delivered in an appropriate manner.

2.2.3   In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

3 **Increasing the extent to which disabled pupils can participate in the School curriculum**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Training of staff.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.		Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
Medium term					
Long term					

3.1   Key points to consider when completing this table

- do teachers have the necessary training to teach and support disabled pupils?

- are classrooms optimally organised for disabled pupils?

- are lessons responsive to pupil diversity?

- do lessons involve work to be done by individuals, pairs, groups, whole class?

- do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

- do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?

- do you provide access to computer technology appropriate for pupils with disabilities?

- are there realistic expectations of all pupils?

- do staff seek to remove all barriers to learning and participation?

- are pupils encouraged to take part in music, drama and physical activities?

- do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g. some form of exercise in physical education?

4   Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.		Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.		Improved access to School site.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.		Improved facilities for disabled students and visitors.
Long term	Enable disabled pupils and visitors to access the ground floor of the School building. Plan to fit ramps and handrails to the entrances and exits which have priority.	Planned use of minor capital delegated resources and discuss with the DfE using Condition Improvement Fund (CIF) funding.	Having secured capital resources from the DfE the school's entry areas will be fully accessible.		Physical accessibility increased.
Long term	Provide access to upper storey classrooms if at all practicable.	Research and cost lift / staircase and funding with the DfE.	Ability of disabled pupils to access all areas of the School.		Improved access to educational facilities.

4.1   Key points to consider when completing this table

- does the size and layout of areas, including all academic and social facilities, classrooms, canteen, library and common areas allow access for all pupils?

- can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

- are pathways of travel around the School site and parking arrangements safe, routes logical and well signed?

- are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?

- are non-visual guides used, to assist people to use buildings?

- could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?

- are areas to which pupils should have access well lit?

- are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

- is furniture and equipment selected, adjusted and located appropriately?

5   Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.		Delivery of information to disabled pupils is improved.
Short term					
Medium term					
Long term					

5.1   Key points to consider when completing this table

- do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

- do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

- do you have the facilities such as ICT to produce written information in different formats?

- do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

6   **Increasing the extent to which disabled pupils can participate in the School curriculum**

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term					
Medium term					
Long term					

Reviewed by   …………………………………………..

Date reviewed   …………………………………………..

7   Improving the physical environment of the School to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term					
Medium term					
Long term					

Reviewed by   …………………………………………..

Date reviewed   …………………………………………..

8   Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term					
Medium term					
Long term					

Reviewed by   …………………………………………..

Date reviewed   …………………………………………..

Approved by: *Insert name and signature*	Principal
Insert name and signature	School Council
Approved on:	
Review date:	