Dorset County Council
CHILDREN'S SERVICES

INCLUSION SERVICES GUIDANCE

Accessibility Policy and Plan
(Model Policy and template for schools)

Date: January 2015

Responsible Officer	Contact Details
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ACCESSIBILITY POLICY: 2015 - 2019

Salway Ash School

ADVICE: This document provides a framework on which schools and academies can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. You are recommended to undertake an Equality Impact Assessment of the completed Accessibility Plan to ensure you have considered implications for all those with Protected Characteristics that attend or visit your school..

1. The Salway Ash School Accessibility Plan has been drawn based upon information supplied by the Local Authority (or site surveyor), and in conjunction with pupils, parents, staff and governors of the school[1] and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the [three / four][2] years period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 and with due regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Salway Ash School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make **reasonable adjustments** to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about

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1 Include the Diocese in consultation when applicable.

2 Schools may like to align the Accessibility Plan with the frequency of review of the School Equality Objectives

the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of, the curriculum, the physical environment and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
   - Curriculum Policy
   - School Equality Objectives
   - Pupil Equality Information
   - Single Equality Policy
   - Staff Development Policy
   - Health & Safety Policy (including off-site safety)
   - Special Educational Needs Policy
   - Behaviour Management Policy
   - School Development Plan
   - Asset Management Plan / Suitability Survey (where available)

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the prescribed period of this Accessibility Plan and therefore some items will roll forward into following plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of the next prescribed period of the Accessibility Plan.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees includes the due regard for Equality and Diversity issues as required by the Equality Act 2010 and its duties.

10. The School's complaints procedure covers the Accessibility Plan.

11. The Accessibility Plan will be published on the school website.

12. Progress with the Accessibility Plan should be reported upon annually and made available on the school website.

13. The Accessibility Plan will be monitored through the Governor Premises Committee.

14. The school will work in partnership with the Local Authority and Diocesan Authority in developing and implementing this Accessibility Plan and will adopt in principle the "Dorset Accessibility Strategy."

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

DATE _____

Review date _____

SALWAY ASH SCHOOL ACCESSIBILITY PLAN 2015-2019

IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	OUTCOME	TIMEFRAME
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset.	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Give monitoring details.	ongoing
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers (e.g., Count Me in, Sure Start) that comply with all current and future legislative requirements. Give monitoring details.	ongoing
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	ongoing
Training for Governors in terms of Raising Awareness of Disability Issues.	Provide training for governors.	Whole school community aware of issues relating to access.	ongoing
To deploy Teaching Assistants effectively to support pupils' participation.	Review needs of pupils within each class (e.g. through Dorset Matrix) and staff accordingly. Ensure staff skills are matched to pupil needs.	Pupils needs are appropriately met through effective deployment of skilled support staff.	ongoing

SALWAY ASH SCHOOL ACCESIBILITY PLAN 2015-2019

IMPROVING THE PHYSICAL ACCESS

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY
Outside areas	◦ School Field ◦ Staff Car Park ◦ School Gates ◦ Slope up to field at front of school ◦ Delivery Vehicles / kitchen area	◦ Permanent handrails needed on outdoor steps ◦ Unlevel entry from car park- create gradual slope up to and through gate. To enable disabled access. ◦ Access for wheelchair bound person during school hours- put up signage stating that for access school can be contacted by telephone number shown or by parking in the staff carpark & entering through that route. ◦ Ambulance/ Fire Engine Access ◦ Slippery when wet ◦ Uneven surface Tarmac on playground could be built up to meet top of curb and double row of paving slabs sited on grass slope to provide easy access for vehicles.
Internal Areas:	◦ Disabled toilet opposite Yr5/6 classroom ◦ Disabled Toilet Main Entrance ◦ Rec/ Y1 Wet area ◦ Rec Y1 Classroom (exit to playground) ◦ Girls changing room ◦ Staff room	◦ Fix emergency assistance mechanism. ◦ Place instruction sign on wall outside toilet to explain what to do if light is showing on the emergency assistance. ◦ Paint white strips on two steps outside area. ◦ Paint white strips on two steps outside area. ◦ Consider fitting hinges on door to open both ways to enable easier disabled access to the room. Put sign up on door stating to open with care. ◦ No means of access for disabled person- consider options. Lower the handrail on the staircase

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	
		leading up to the staffroom. ◦ Installing flashing alarm to alert profoundly deaf person that alarm bell is sounding.	
	◦ Boys Changing Room	◦ Consider fitting hinges to door to open both ways to enable easier disabled access. Put sign up on door stating to open with care.	E
	◦ Hall	◦ Investigate the installation of flashing alarms to warn profoundly deaf person that alarm was sounding.	
	◦ Resources Room & Boys toilets	No natural or emergency lighting.	L

SALWAY ASH SCHOOL ACCESSIBILITY PLAN 2015-2019

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	OUTCOME	TIMEFRAME
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all through hard copy and website.	Ongoing
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all.	When need arises
Raise the awareness of adults working at and for the school on the importance of using a range of communications systems according to individual need.	Training as required to raise staff awareness and skills base.	Awareness of target group raised.	Ongoing training