

# **ACCESSIBILITY PLAN**

<b>Date Drafted:</b>	<b>January 2019</b>
<b>Date Approved by Governors:</b>	
<b>Signed:</b>	
<b>Review Frequency:</b>	<b>Annually</b>
<b>To be Reviewed By:</b>	<b>Mrs L Reeve</b>

This policy should be read in conjunction with the following policies and documents:

- The Long Eaton school's SEN Policy
- The Long Eaton school's School Information Report
- Equality Act 2010: advice for schools DfE May 2014
- SEND Code of Practice 0-25 (January 2015)
- Statutory Guidance on Supporting students at school with medical conditions December 2015
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards

The Long Eaton School is a highly successful, forward thinking school, committed to developing high aspirations, a thirst for knowledge and a passion for lifelong learning shared by students and staff. Our vision statement, produced in consultation with students, parents, Governors and staff, underpins everything we believe in the way the school operates, through

- Care and respect for ourselves, each other and the environment.
- Challenge and support for all to reach their potential.
- Co-operation between school, home and community.
- Consistency and fairness in our values and expectations.

## **DEFINITIONS AND AIMS**

***Definition of Disability*** as defined by the Equality Act 2010

“A person has a disability if they have physical or mental impairment that has substantial or long-term adverse effects on their ability to carry out every day activities.”

The Disability Discrimination Act of 2010 has 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.

A long-term effect of impairment is one:

- Which has lasted more than 12 months;
- Where the total for which it lasts is likely to be at least 12 months; or which is likely to last for the rest of the life of the person affected;
- A learner might require some support for a short period of time

The Accessibility Plan sets out the school's proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, to develop a culture of awareness, tolerance and inclusion.

## **OBJECTIVES**

The Accessibility Plan contains relevant actions to increase access to education for students, staff and visitors in the three areas required by:

- improving access to the physical environment of the school and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;
- increasing the extent to which disabled students can participate in the school curriculum
- improving the delivery of written information that is provided in writing for students and parents/carers who are not disabled.

<b>TARGET</b>	<b>HOW</b>	<b>OUTCOME</b>	<b>RESPONSIBILITY</b>	<b>REVIEW</b>
Ensure all areas of the school are Equality Act 2010 compliant	School site to be inspected periodically.  PEEP (Personal Emergency Evacuation Plan) procedures devised.	School site easier to access for disable students.  Safety procedures in place for fire and lock down occurrences	Health and Safety Group/School Business Manager	Annual School Inspection  Liaison with DCC health and safety
Focus on Individual needs including students with additional educational/physical needs	Liaise with services such as HI/VI/ADHD nurse/PI etc. to help guide appropriate support for students. Information to be fed to staff through student profiles/support plans	Students maximise their progress/outcomes in their learning.	SENCo	SEN support plans. Learning Support Self-evaluation
Promote positive attitudes around disability	Through assemblies, life skills and lessons. Ensure there is representation/access through student council/house committees	Inclusive and diverse representation of students on student bodies. Positive, inclusive ethos in school.	Deputy Headteacher/ Achievement Leader/ House Leader	Pastoral Self-evaluation.
Faculties to ensure the curriculum is accessible and inclusive for all learners	Learning opportunities to be inclusive.  Curriculum Team Leaders to rearrange teaching to accessible rooms or ensure rooms made accessible.	All students able to access their learning.  All students able to access all main teaching areas.	Curriculum Team Leaders and SENCo	Schemes of Work, SEN Support meetings, faculty self evaluations
Maintain school site and culture of care through reporting of issues and damage	Any issues to be reported to reception and passed onto Interserve.	School site easier to access for disable students	School business manager	Track issues raised and outcomes.
Ensure communication sent to parents/carers and students is accessible	Information to be communicated in a variety of ways: phone, email, letter, website, text message, dependent on specified preference.	Improved communication with parents	Officer manager/SLT/SENCo	Parent Surveys
Students with additional needs to be able to access extra-curricular events such as trips, residential and clubs	Comprehensive risk assessments to be completed and additional staffing to be put into place.  Liaison with specialist agencies for advice and support.	All students to have the opportunity to be involved in extra-curricular events.	CTLs/SENCo	Track trip uptake.