

Accessibility Plan



INTRODUCTION

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. This has strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

The Disability Discrimination Act (DDA) requires all schools, over time, to increase access to schools for disabled students. There are three main duties:

- Not to treat disabled students less favourably
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled students.

Under schedule 10 of the Equality Act 2010, all schools have to have a strategy which sets out how they will increase access to education for disabled pupils in their school. At St Martins School we need to consider the needs of both current and possible future disabled pupils. The duty not to discriminate covers all aspects of school life including extra-curricular activities, educational visits and trips. The duty to make reasonable adjustments refers to all policies, procedures and practices. Pupils who are defined as disabled will have a wide range of needs and requirements including mobility needs, sensory needs, learning needs, mental health conditions, epilepsy, AIDS, asthma and degenerative conditions etc.

The accessibility plan for St Martins School is divided into three sections:

- Physical access
- Curriculum access
- Access to information

This 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.

This plan is a part of the School Improvement Plan, and is reviewed and updated annually as part of the school improvement planning cycle.

Physical Access

This aspect focuses on access to the physical environment of the school and physical aids to access education. The physical environment includes things like steps, kerbs, exterior surfaces, parking areas, entrances and exits, toilets etc. Aids to physical access include handrails, lifts, induction loops etc.

Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Curriculum Access

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff and timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits; staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.

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.

Access to Information

This places a duty on the school to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

IMPLEMENTATION AND MONITORING

The Accessibility Plan is structured to support the school's Equalities Policy and will be published on the school website.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This review will take place each spring term through the Governors Resources meeting.

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.

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.

1. Physical Access

Target	Strategies	Time Scales	Lead	Outcome
To conduct an annual health and safety learning walk with governors, school business manager and Engie	Audit the provision to maintain a safe and accessible environment	Annual basis	The school lead is Michele Killingworth	A plan of actions will be drawn up, including time frames, for any outstanding health and safety issues. School and Engie to action

2. Curriculum Access

Target	Strategies	Time Scales	Lead	Outcome
To develop wide ranging options to meet the health and wellbeing needs of all students so that they are then able to access the full curriculum on offer.	<p>To further develop the wellbeing team.</p> <p>To train learning mentors and positive play practitioners.</p> <p>Further training for the Lead for Emotional Wellbeing</p>	Throughout the year	Laura Crawford	All students have full access to all curriculum opportunities across school.

3. Access to Information

Target	Strategies	Time Scales	Lead	Outcome
To assess all students in terms of their level of understanding of questioning.	To provide TALC training for Teaching Assistants so they are able to deliver this assessment	Autumn Term	Speech and Language Therapist	Teaching Assistants are successfully delivering the TALC assessments
	All students will have completed the TALC assessment for the INSET. Staff will then be able to use the information to target questioning more effectively. Assessment data will be shared.	Spring Term	Speech and Language Therapist	Student assessments have been completed.
	Effective targeted questioning will be embedded in the teaching and learning.	Summer Term	Stephanie Beale	Evidence of targeted questions in lessons which have a clear impact on progress.