

St Mark's Church of England Academy

Accessibility Plan

Next Review Date: NOVEMBER 2019

Contents

| | |
|---|---|
| Purpose | 4 |
| Duties on the school | 4 |
| Reasonable adjustment duty | 4 |
| Planning duty | 5 |
| Increasing physical access | 5 |
| Increasing access to the curriculum | 5 |
| Increasing access to written information | 6 |
| Communication with parents | 6 |
| Complaints | 6 |
| Review | 6 |
| Access Arrangements | 6 |

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| Agreed | November 2016 |
| Signed | |
| Approval by | LGB |
| Next review due | November 2019 |

This document is a statement of the aims, principles and strategies for: <<TITLE>> of St Mark's Church of England Academy and has been approved by the Governing board.

It was revised during the: <<DATE>> It has been agreed and is supported by the teaching staff and the Governing board.

Purpose

This Accessibility Plan is designed to ensure that St Mark's Church of England complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the Governing Body took account of the school's public sector equality duty set out in the Equality Act 2010 (<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>) and consulted with staff, parents and pupils.

This Plan is made available on the school's website and is also available in large print or other accessible format if required.

Duties on the school

- A duty to not discriminate against disabled pupils for a reason related to their disability
- A duty to make reasonable adjustments to ensure that pupils who are disabled are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

We ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children new to the school, we collect information on SEND, ethnicity (specifically any language difficulties) and medical conditions as part of the Entry Information Sheet that all new parents complete with regards to their child. Additionally, information is gathered about new pupils that have accessibility requirements during liaison with other schools. If any other queries arise, staff involved with that pupil will inform MS Jude (Vice Principal – SEND and Inclusion). If further communication/arrangements need to be made, this will be carried out by the appropriate staff member.

Reasonable adjustment duty

The school is committed to making reasonable adjustments* to allow pupils with disabilities to access the educational provision and related services at the school.

Planning duty

There are three strands to the planning duty:

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

Increasing physical access

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

Disabled pupils participate in extra-curricular activities. Some aspects of school life and extra-curricular activities present particular challenges (for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs). As part of risk assessments for these activities all pupils are included and where necessary adaptations made. With the exception of the assembly and outdoor drama stage area, there are no parts of the school to which disabled pupils have limited or no access at the moment.

**The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of disabled pupils.*

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

There are areas of the curriculum to which disabled pupils require suitable modification to allow appropriate access for their needs. Some areas of the curriculum present particular challenges (for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties).

In accordance with our local offer, these modifications are made in order for our pupils to have access to the curriculum. Other issues can affect the participation of disabled pupils (for example: bullying, peer relationships, policies on the

administration of medicines, the provision of personal care), however these instances are rare and dealt with in accordance to school policy and procedure.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils who are not disabled, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Communication with parents

In order to best meet the needs of a pupil with a disability, the school requires full information. Parents are expected to work with the school and provide full information about any disabilities, special educational need or other relevant information to the academy before and after the pupil has started at the school.

Complaints

If you wish to make a complaint regarding any aspect of this Plan, please refer to the school's Complaints Policy.

Review

During the period to which this Plan relates, the school will keep the Plan under review and will make revisions and updates as needed.

Access Arrangements

- The main building school is a two storey building with wide corridors and several access points from outside (only the main entrance is accessible to the general public during the school day). The science tower has three storeys and has a lift to enable access to all floors. The Academy has

another lift that enables access to the first floor, via the English corridor. Both lifts can accommodate a large wheelchair which is maintained on a regular basis.

- There are two school gyms with access from the main building. All rooms have wide door access suitable for wheelchair users. The hall and dining hall is on the ground floor and is accessible to all.
- Additionally, there are several quiet areas where pupils seeking reflective time away from the busy areas of space that pupils use at break time,
- The site team and other school staff are trained in the operation of the lift when relevant and key staff have been trained in the use of an Evac-Chair for use in case of fire. Training is reviewed annually, including safeguarding training.
- On-site car parking for staff and visitor includes five dedicated disabled parking bays.
- All entrances to the school are flat and all have wide doors fitted. These have been assessed by wheelchair services and rated as suitable for wheelchairs/power-chairs.
- The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users (as are all entrances/exits/interior doors).
- There are disabled toilet facilities available, for students and staff. One in the main entrance, and several others located around the building on the ground and first floor. All these are fitted with a handrail and a pull emergency cord.
- The school has internal emergency signage and escape routes are clearly marked. The site has suitable access for emergency services and fire drills take place regularly to fit local authority regulations.

| OUTCOME | ACTION | WHO | WHEN |
|---|---|---------|----------|
| Update medical registers listing all pupils with medical needs. | List created and stored on R drive with relevant information pertaining to medical conditions | DJU | Oct 2016 |
| Accessibility plan reviewed and changes implemented | Accessibility plan is checked and verified by SLT/Governors/Staff | DJU/LPK | Oct 2016 |

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| Review need for alternative formats of information available | Internal audit of medical and SEND register to identify need for alternative formats of information. School is aware of services available through the LEA. | DJU | Oct 2016 |
| Incorporate Access Plan into AIP | Access Plan becomes part of the Academy Improvement Plan | SNA | Oct 2016 |
| Publish Accessibility Plan | Staff made aware of draft plan. Governors approve plan and publish on website, | DJU/SNA | Oct 2016 |
| Ordered movement around the school | Audit movement around the school at key times, revisit school policy for movement around the school with pupils and staff | DJU/SNA | Oct 2016 |
| To continue to liaise with feeder schools for future intake. | Pupils with additional needs are identified as early as possible and additional provision put in place. | DJU/KTA/NVZ | On-going |
| To liaise with parents and feeder schools for in year admissions | Pupils with additional needs are identified as early as possible and additional provision put in place. | DJU/KTA/NVZ | On-going |
| Ensure the curriculum accessible | Early identification of the needs of pupils prior to entry so bespoke accessibility arrangements can be made. | DJU/KTA/NVZ | Dec. 2016 |
| Confidence in use of Evac-Chair | All student support staff and site team trained to use Evac-Chair have termly practice | SSOs/Site team | Oct. 2016 |
| Ensure extra-curricular activities are accessible | Staff running extra-curricular activities to seek advice from SENDCO, if need be to ensure activities are accessible to all | All Staff | On-going |
| Educational Visits | Risk assessments carried out which include accessibility assessments | All Staff | On-going |
| Pupils have access to ICT or Technology | SEND pupils have access to appropriate Technology (e.g. laptops on a needs basis, assessed early in their school career | DJU/KTA/NVZ | On-going |