

Alban City School Accessibility Plan

Purpose

The purpose of this plan is to show how the school intends over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day-to-day activities. In addition, a person automatically meets the disability definition under the Equality Act 2010 from the day they are diagnosed with HIV infection, cancer or multiple sclerosis.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunity policy and Inclusion policy.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
 - Not to treat disabled pupils less favourably.
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
 - To publish an accessibility plan.
- In performing their duties Governors have regard to the Equality Act 2010.
- Our school:
 - Recognises and values the young person's knowledge/parents' knowledge of their child's disability.
 - Recognises the effect their disability has on his/her ability to carry out activities.
 - Respects the parents' and child's right to confidentiality.
- The school provides all pupils with a broad balanced curriculum that is differentiated, personalised and age appropriate

Increasing access for disabled pupils to the school curriculum

	Targets	Strategies	Outcome	Time	Achieved
Short term	Alter and change teaching and learning arrangements as necessary.	Structured short term planning Clear assessment High expectations Appropriate deployment of learning support staff Draw on expertise of external specialists Staff appropriately trained. Graduated response (assess, plan, do, review)	Full participation in the curriculum.	On going	
Short term	Ensure that classroom organisation provides equal access.	Pupils groupings Peer support Differentiated tasks Adjustment of seating arrangements	Full participation in the curriculum.	On going	
Short term	Ensure that the timetable supports children.	Alter as necessary to allow for rest breaks, movement around the school, additional medical support as necessary.	Pupils are physically able to access the curriculum.	On going	
Short term	Encourage other children to support children with disabilities.	Peer support Buddy systems Adult modelling of appropriate peer support Bespoke lessons on disability where appropriate Resources to teach about disability available in school	Inclusive participation	On going	
Short term	Provide appropriate support	Adult support	Pupils able to	On going	

	for disabled children to participate in school visits and trips.		participate in all events.		
Short term	Provide appropriate support for disabled children to participate in after school activities.	Adult support	Pupils able to participate in all events.	On going	
Short term	Pupils with disabilities are fully involved at playtimes.	Buddy support Adult support	Full participation	On going	
Medium term	Use appropriate technology to support pupils.	Interactive Whiteboards Text to speech software Easy to use keyboards Maths/literacy programs	Technology being used as appropriate.	On going	
Short term	Use appropriate resources to support pupils.	Equipment available to meet needs e.g. writing slopes, wobble cushions,	Equipment available and being used.	On going	

Improving access to the physical environment of the school

	Targets	Strategies	Outcome	Time	Achieved
Long term	Maintain aspects of physical accessibility to the school building and playground.	Maintain ramped access to the building and playground. Ensure that it is in good condition.	Access for all	On going	
Long term	Maintain lift access to the first floor and maintain all three disabled toilets.	Regular lift services Replace toilet facilities when required.	Access for all	On going	
Long term	Improve acoustic environment should there be an increase in hearing impaired pupils attending the school.	Take advice and implement as necessary.	Improved environment for hearing impaired children	As required	
Long term	Improve the environment for the visually impaired should there be an increase in visually impaired children attending the school.	Take advice and implement as necessary.	Improved environment for visually impaired.	As required	
Long term	Ensure that any new building works or modifications conform to accessibility guidelines	Use of appropriate support and advice as required.	Access for all	As required	

Improving the delivery of written information to disabled pupils

	Targets	Strategies	Outcome	Time	Achieved
Short term	To produce written materials in alternative formats for pupils and parents who need them.	Newsletters Timetables Worksheets Text books Obtained from specialist services eg Braille, large print, audio tape, video tape, sign language etc	All materials accessible.	As required	