



Amended / Reviewed by: Governing Body School Development Committee

Date adopted by Full Governing Body: 26th March 2019

Signed:

Headteacher

Chair of Governors

Next review date: March 2020

Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 and related Equality Duty 2011 which reiterate the duty upon schools as laid out in the previous Disability Discrimination Act 1995.

Schools must implement accessibility plans, which are aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improving the availability of accessible information to disabled pupils.

Abbreviations: OT Occupational Therapist. SaLT Speech and Language therapist, PT – Physiotherapist, , IT – Information Technology, SMSA – School Meals Supervisory Assistant, SEN – Special Educational Needs, IEP – Individual Education Plan

ACCESSIBILITY PLAN - STRAND 1		INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM	
TARGET	STRATEGY	WHO	SUCCESS CRITERIA
To provide regular training and information to ensure teachers and support staff are skilled and confident in working with pupils with wide range of special needs in Vale school.	Ongoing training in school from a range of professionals from within and outside the Vale as appropriate. Opportunities for staff to attend CPD (as identified in Performance Management meetings/review of school need).	OT SaLT Physio Nurse Others	Training linked to Performance Management and School Development Plan, recorded centrally in office. Analysed annually by Leadership Team.
To work closely with partnership staff and pupils to provide a wide range of learning opportunities for all pupils.	Planned inclusion provision in partnership schools as agreed through Partnership Agreements. Regular meetings between Inclusion coordinators from partnership schools to plan and evaluate shared learning opportunities.	DHTs, HT Inclusion coordinators (all sites)	Timetables reflect wide range of learning opportunities both within the Vale and its partnership schools.
To promote inclusive interaction between pupils in partnership schools, ensuring staff and pupils understand the needs of children with disabilities	As above. Input from Vale staff in staff meetings and lessons (+informally) to raise awareness. Focus of inclusive projects such as Creative Partners, Panathlon. Shared timetables with partnership schools.	DHTs Teachers	Pupils from all schools engaging with each other. Reflected in timetables and plans.
To provide a curriculum that meets the needs of children with a range of disabilities.	Leadership Team (LT) to monitor plans and assessments to ensure differentiation meets the needs of all pupils. Leadership Team (LT) to monitor closely, provide inset and facilitate CPD.	LT Teachers	Evidence in planning and timetables of a dynamic, responsive and evolving curriculum.
To support pupils' learning and ability to record work.	Provide computers, laptops ipads, communication aids (as required). Students allocated special needs assistant support to access mainstream lessons as required. SaLT to advise and facilitate, as well as providing training.	ICT teacher ICT technician SaLT	Evidence of use of ICT identified in planning and quality of use judged during formal lesson observations.
To develop and promote alternative non-verbal means of communication.	Signing Makaton. Use of symbols around the school and in all curriculum areas. Assemblies. Use of communication aids, PODD. Communication working party.	SaLTs, Communication TLR All	Evidence of use identified in planning and quality of use judged during formal lesson observations
To ensure that all pupils have regular access to learning opportunities outside school (ie school visits).	Teachers to build this into the curriculum, ensuring risk assessments are carried out	Teachers	No pupils excluded from trips. Record kept on suitable venues and risk assessments.

ACCESSIBILITY PLAN - STRAND 2	IMPROVING THE PHYSICAL ENVIRONMENT		
TARGET	STRATEGY	WHO	SUCCESS CRITERIA
To provide stimulating and safe outside areas (eg playground)	Liaise with partnership schools to plan inclusive outdoor learning areas.	LT Business manager	Garden Spaces completed at Primary and Secondary departments.
To continually monitor school buildings to ensure non-ambulant pupils, who use specialist equipment e.g. wheel chairs frames, sticks etc. can move around freely without experiencing barriers to access.	Termly H&S walkabouts and ongoing vigilance from all staff re safety of environment.	LT SMT All	All areas of the school can be accessed by physically disabled pupils, staff or visitors. Children can move independently around building without adult intervention.
To ensure classroom layouts are planned to enable pupils to be fully included and their needs met in respect of: seating, ICT, mobility and access around the room.	Clear signs. Room and individual risk assessments as appropriate.	Therapists All.	Barriers to access removed.
To provide resources that support learning needs of pupils (eg sensory equipment).	All pupils assessed for specialist aids to support access.	Teachers Therapists DHs	Clearly identifiable in profiles and planning. Evidence in pupil trail.
To provide designated parking space for disabled visitors and a drop off area for parents.	Drop off area agreed and is currently used by parents.	LT SMT	Barriers to access removed.

ACCESSIBILITY PLAN - STRAND 3		IMPROVE THE AVAILABILITY OF ACCESSIBLE INFORMATION TO DISABLED PUPILS	
TARGET	STRATEGY	WHO	SUCCESS CRITERIA
To ensure that written information is presented / delivered in a way which is accessible for all pupils.	Information presented/delivered using Symbol software, larger fonts, easy read texts and through signing and various forms of augmentative communication.	Teachers SaLT	Appropriate formats for groups and individuals identified by the Multidisciplinary Team and used by staff.
To ensure that students / parents are aware of all activities, meetings that take place in school.	Send half-termly Vale Vibe. Pupils to have home-school book as appropriate. Translation services used for all meetings, including IEPs, Annual Reviews, medicals, Safeguarding meetings etc as appropriate.	All	Parents attend open evenings/social events/school trips/ coffee mornings.