



Fishergate School Accessibility Plan

February 2018

Introduction

This document is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA) and the Equality Act 2010, which places a duty on all schools to plan to increase over time the accessibility of the school for disabled pupils and to implement their plan. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils," issued by the DfES in July 2002

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

"A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

Physical impairment may include mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment can cover neurological problems such as specific learning difficulties; autistic spectrum conditions, speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its 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

Fishergate School is committed to an inclusive curriculum and increasing access to the school's facilities for all by:-

- 1. Increasing the extent to which disabled pupils can participate in the school's curriculum.** This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled pupils.** This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils.

Consultation with pupils, parents and disabled people

The views of pupils, parents and others with disability are sought through the School Council, Annual Reviews, close liaison between school and parents/carers of pupils with special educational needs and disabilities, parent/carer questionnaires, liaison with the community particularly those groups using the building. Feedback informs the development of policies and plans and the provision for individual pupils.

Audit of existing provision

1. Curriculum

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, including Early Literacy Support, Rapid Maths, Nessy, Rapid readers, Read Write Inc. Fresh Start,
- The school is proactive in seeking support from and working with other agencies to overcome potential barriers for individual children e.g. physiotherapists, speech and language therapists, CAMHS, social services
- All pupils are encouraged to take part in a range of physical activities.
- All school visits and clubs are available to all pupils.
- Designated staff are trained in the administration of medicines.
- There is a full and varied programme to support transition e.g. consultations with receiving SENCOs, multi-agency meetings, arrangements for extra visits

2. Physical Environment

- A lift has been installed making the both floors wheelchair accessible.
- The main entrance is accessible including a ramp, handrail and appropriately positioned keypad entry system.
- There is an accessible toilet and hygiene facilities with hoist, shower and changing bench for pupils with continence difficulties.
- There are allocated disabled parking spaces.
- Colour contrasting décor is part of the on-going maintenance programme, along with the marking of step and kerb edges.
- Lower, easier to operate door handles need to be installed for accessibility
- Safe refuges in the event of fire are in place.

3. Written Information

- The school will seek to convert documents to alternative formats , drawing on advice from the support services on request.
- The school seeks to provide interpreters for meetings with parents/carers of children with SEN and disabilities when needed.
- The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the Support Services.
- Staff have been trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents).

Policies

Compliance with the DDA and Equalities Act is consistent with the school's aim and following policies and documentation:

- Equal opportunities Policy
- Health & Safety Policy
- Teaching and Learning Policy

- School Development Plan and priorities
- Policy for safeguarding
- Behaviour policy
- Intimate care Policy
- Supporting pupils with medical needs
- and the operation of the school's SEND Policy.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Building and Health and Safety Committees and the Full Governing Body meetings.
4. The plan will be published and is available on request (eg on the school website), along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

Review February 2020