

# Accessibility Plan



Date: September 2016

Review Date: September 2019



## **Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. <https://www.gov.uk/government/.../Equality-Act-Advice-Final.pdf>. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Purpose of the Plan**

The purpose of this plan is to show how Durand Academy intends, over time, to increase the accessibility of our schools for disabled pupils, parents and carers, staff and visitors to the school.

## **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.

## **Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school club, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe)

## **Contextual Information**

Durand Academy has three sites, Mostyn Cowley Road (Early Years/ Infant), Hackford Road (Junior) and St Cuthman's (Boarding). Only the Mostyn site has wheelchair access via a lift. The majority of the outdoors areas are accessible to wheel chair users.

## **The current range of disabilities within Durand Academy**

The school has children with a range of disabilities, which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.



<b>Equality and Inclusion</b>				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
To ensure that the Accessibility Plan becomes an annual agenda item at Governing Body meetings	Governors to add to list for meetings	Governors	Adherence to legislation	Annually
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate. Audit parents'/ carers personal disability issues	SENCOs Assistant Headteachers	Whole- school community aware of issues	On-Going
To ensure that all policies consider the implications of disability access	Consider during review of policies	Governing Body	Policies reflect current legislation	On-Going
<b>Physical Environment</b>				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
To continue to maintain outside areas so are accessible to all	Premises team to regularly audit the outside area to insure signs and painted steps are maintained for those with visual impairments and to ensure the playgrounds are safe for wheelchair users	Premises Team	School playgrounds safe and accessible for all	On-Going
To maintain and develop accessibility of building	<ul style="list-style-type: none"> <li>•PEEPs for individual pupils maintained and up to date</li> <li>•All plan for new works include accessibility</li> </ul>	Governing Body Assistant Headteachers Headteacher	All staff working with children who have PEEPs are aware of these.	On-Going



<b>Equality and Inclusion</b>				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to provide training for staff as needed	SENCO Assistant Headteachers	Staff continually developing their skills to help children access the curriculum based on need	On-Going
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed	Class Teachers SENCOs	Barriers to learning will be reduced or removed enabling children to achieve their full potential	Annually
<b>Written/ Other Information</b>				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
Website accessible for all	Parents who are identified as having disabilities to feed into website development	Assistant Headteacher School Advisor	Website accessible to all	On-Going
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats if necessary	Office Manager	Written information will be provided in alternative formats as required	As needed
To ensure that all parents who are unable to attend school, because of a disability, to access parents' evenings	Staff to hold parents' evenings by phone or send home written information	Class Teachers	Parents are informed of children's progress	As needed

