

Accessibility Plan Treverbyn Academy 2017-2018

Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of Aspire Academy Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

Increase the extent to which pupils with disabilities can participate in the school curriculum.

Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.

Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

The parents/carers of pupils

The Head of School and other relevant members of staff and Hub Councillors.

External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Head of School: James Gentile

Date: 27/09/17

Hub Councillor: Louise Burt

Date: 03/09/17

Next Review Date: 01/12/18

The Aspire Premises Team should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

The Aspire Premises Team should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

The Aspire Premises Team should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Is your educational setting compliant with the Equality Act 2010?

| | Issue | What | Who | When | Outcome Criteria | Review |
|-------------|------------------------------------|---|-----|--|---|--|
| Short Term | Staff unaware of Equality Act 2010 | All Staff need to be aware and consider the Equality Act 2010. Email staff they key points and summary. | KW | Discussed in teacher meeting 30/11/16 and available in staff room for all staff to read. | Staff will be aware of the Equality Act | Send email annually and to new members of staff. |
| Medium Term | | | | | | |
| Long Term | | | | | | |

Is your setting physically accessible?

| | Issue | What | Who | When | Outcome Criteria | Review |
|-------------|--|---|-----------------------------------|------------------|--|---------------|
| Short Term | Nosings not marked or readily identifiable. | Ensure that the nosings are repainted as necessary. | TS / Aspire Premises Team | Spring Term 2017 | All nosings clear. | April 2018 |
| Medium Term | To have a calm sensory area that is accessible to children | Develop the 'Thrive' sensory area further | HE/HC | July 2017 | To have a calming sensory area that can be accessed by all children when needed. | October 2018 |
| Long Term | Highly visible markings to ensure the safety of pupils with a visual impairment. | Consider where markings would need to be placed- depending on child's need. | The Aspire Premises Team KW/RB | | | Sept 2018 |

Is your setting inclusive?

| | Issue | What | Who | When | Outcome Criteria | Review |
|-------------|---|---|----------------|--|--|--------|
| Short Term | Is personalised and creative support arranged so that pupils/students can access all activities including trips /visits and afterschool and breaktime activities? | To ensure all trips are accessible for all children | KW / All Staff | As and when trips are planned careful consideration is put in place to ensure all are included and correct procedures and risk assessments are put into place. | All children to have out of school learning experiences. | Termly |
| Medium Term | | | | | | |
| Long Term | | | | | | |

Is the curriculum inclusive?

| | Issue | What | Who | When | Outcome Criteria | Review |
|-------------|---|--|---|------------|-----------------------------------|-----------|
| Short Term | Do you ensure that homework is accessible to all? | Consider adapting homework provision for individual needs to ensure accessibility. | RB / KW discussion with Class teachers. Outside agencies as and when appropriate. | March 2017 | Homework to be accessible by all. | July 2018 |
| Medium Term | | | | | | |
| Long Term | | | | | | |

How accessible is information, advice and guidance?

| | Issue | What | Who | When | Outcome Criteria | Review |
|-------------|---|---|-------------------------------|---|--|-----------|
| Short Term | | | | | | |
| Medium Term | Are there tactile signs and information for those with impaired vision? | Tactile signs are available in some areas. Consider increasing the signs in the public areas. | KW/TS Aspire Premises Team | Summer 2017 | Those with visual impairment to be able to access the building through the use of tactile signs. | Dec 2018 |
| Long Term | Is information available in a variety of formats including symbols and audio? | The possibility of providing information in these formats has not yet been considered. | Aspire Premises Team | December 2017 – sooner if information is required in other formats. | The school will have the facility to provide information in these formats. | July 2018 |

Other

| | Issue | What | Who | When | Outcome Criteria | Review |
|------------|---|--|---|----------|--------------------------------------|--------|
| Short Term | Is there a 'management evacuation strategy' for staff, pupils and visitors, and are staff trained in evacuation procedures? | Ensure there is a PEEP plan in place and that the Fire Wardens are aware of it. System to be in place to ensure any PEEP plans are created as soon as individuals require one. | KW / RB to liaise with the fire wardens to ensure means of escape for any identified individuals. | Feb 2017 | PEEP created, practiced and in place | Termly |
| Medium | | | | | | |
| Term | | | | | | |

| | | | | | | |
|-----------|--|---|-------------------------------|--------------|--|---|
| Long Term | Staff kitchen is not yet suitable for use by wheelchair users. | Consider the need for reduced level kitchen units and sink and lever action taps. | KW/TS Aspire Premises Team | If required. | Kitchen area accessible to wheelchair users. | Review Jul 2018 unless required sooner |
|-----------|--|---|-------------------------------|--------------|--|---|