



Accessibility Plan

Prepared by xxxxxxx January 2016

Version	Date	Reviewed by	Date of next review	Comments
1.0	April 2016	Resources Ctte	Summer 2019	
1.1				

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further our aims by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Definition (Equality Act 2010)

“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”

Our accessible facilities include:

- Disabled parking bays at the front of the school
- Accessible toilet & changing facilities with hoist
- All facilities on ground floor
- Automatic doors at front entrance
- Induction loop
- Staff trained in use of epi-pen

Maintenance and renewal:

To ensure that these developments do not fall into disrepair all improvements made under this Accessibility Plan will be built into the regular checks of the Site Supervisor and Bursar.

Individual needs:

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCO (for pupils) and line managers (for staff).

Specific priorities include:

- To continue to improve access for disabled pupils to the school curriculum, including after-school clubs, visits and all other activities.
- To review training for staff in terms of pupils access to the curriculum, including dyslexia awareness training.
- To ensure that any new building work / renovations improve the physical access to the building.

Curriculum delivery:

The School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

The School actively seeks the support and advice for any physical alterations to the school premises from a consultancy. This is for both general alterations or advice on specific alterations for individuals.

Associated policies and plans

This plan should be read in conjunction with other relevant documents including:

- Equality of Opportunity Policy.
- Special Educational Needs Policy.
- School Evaluation and Development Plans.

Review and Evaluation:

This plan has the status of a policy of the Governing Body and will be reviewed annually. It is monitored and evaluated by the Bursar who reports on progress made to the Resources Committee of the Governing Body.