

Accessibility Policy and Plan

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For any further information regarding GDPR talk to our data protection officer (DPO):

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Accessibility Policy -Aylestone

Aylestone, Broadlands and Withington schools will strive to provide a fully accessible site and facilities for everyone, regardless of disability

1. Introduction and Context

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning, “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:

- 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.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. Objectives

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.
- Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

And other relevant policies

Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

3. Definition of Disability

Definition of Disability under the Equality Act:

A person has a disability if:

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities
- For the purposes of the Act, these words have the following meanings:
- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

Note: People who have had a disability in the past that meets this definition are also protected by the Act. People with some visual impairments are automatically deemed to be disabled. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

Direct discrimination

- An education provider must not treat a disabled student less favourably simply because of their disability. For instance, they can't refuse admission to disabled applicants because they are disabled.

Indirect discrimination

- An education provider must not do something for all students which would have a negative effect on disabled students, unless they have a genuine reason. For example, only providing course application forms in one format, which may not be accessible for disabled people.

Discrimination arising from a disability

- An education provider must not discriminate against a student because of something that is a consequence of their disability. For example, they can't stop a disabled pupil going outside at break time because it takes them too long to get there.

Harassment

- We do not harass students because of their disability. For example, teachers do not shout at a disabled pupil if the disability means that they are unable to concentrate.

4. Aims

The federation aims to include all pupils, including those with disabilities, in the full life of our schools.

We recognise our duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- Not to treat disabled pupils less favourably;
- To publish an Accessibility Plan.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage; this may include:
 - changes to practices or procedures
 - changes to physical features
 - changes to how learners are assessed
 - providing extra support and aids (such as specialist teachers or equipment)

We recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect the parents' and child's right to confidentiality.

We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils; and endorse the key principles which underpin the development of a more inclusive curriculum:

Setting suitable learning challenges; Responding to pupils diverse learning needs; Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Our strategies to do this will include:

- having high expectations of all pupils
- following the Admissions Policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- ensuring appropriate training is available for teachers and teaching assistants to teach and support disabled pupils
- ensuring classrooms are optimally organised for disabled pupils
- planning lessons that provide opportunities for all pupils to achieve
- delivering lessons that are responsive to pupil diversity
- delivering lessons that involve work to be done by individuals, pairs, groups and the whole class
- encouraging all pupils to take part in extra curricular activities
- providing access to computer technology appropriate for students with disabilities ensuring school visits are made accessible to all pupils irrespective of attainment or impairment
- examining our Library and text books to ensure that there are examples of positive images of disabled people
- aiming to remove all barriers that may impede learning and participation.

We will continue to seek and follow the advice of specialist teacher advisers and SEN officers, and of appropriate health professionals from the local NHS Trust.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

5. Actions and Responsibilities

The *governors* are responsible for:

- Ensuring the requirements of the Equality Act are met via the Accessibility Policy and associated policies,
- An Accessibility Plan is published as operational guidance.
- That published policies reflect the Accessibility Policy

The *Headteacher* is responsible for:

- Ensuring that the policy is implemented,
- All staff are aware of the details of the policy
- The Accessibility Plan is updated regularly

6. Monitoring and Review

The federation recognises that on-going monitoring will be essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning as and when required.

We will monitor:

- Attendance
- Effects of pastoral strategies
- Rewards
- Sanctions
- Extra-curricular activities
- Parents attending consultation meetings
- The implementation of the Accessibility Plan
- SEN Register
- Behaviour

7. Notes to the Policy

This policy aligns with other school policies – notably the Admissions Policy, SEN policy, Health and Safety Policy, Child protection Policy.

The obligation for schools to provide extra support such as specialist teachers or equipment will be delivered whenever necessary.

Appendices:

Appendix 1: Accessibility Plan

Appendix 2: Aylestone Accessibility Plan

Appendix 3: Broadlands Accessibility Plan

Appendix 4: Withington Accessibility Plan

Appendix 1: Accessibility Plan

As a Federation of schools, Aylestone, Broadlands and Withington, we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

We are committed to inclusion, and are active in ensuring that students with SEND can participate in all aspects of the curriculum. We do this by ensuring that the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. We ensure that information is accessible to SEND pupils by for example, making available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, and we also ensure that classroom organisation is planned to maximise learning opportunities.

We manage the physical environment of the school buildings and grounds to meet the needs of a range of SEND students currently on roll and prospective students. We improve the physical environment of the schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

We work together to establish a culture of mutual trust and respect between all members of the community, so that we can build a community that respects the celebration of achievement at all levels.

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Appendix 2: Aylestone Accessibility Plan

Areas of emphasis

Improving access to the physical environment of the school.

The site has been condensed to make room for new teaching facilities and the access to classrooms has improved due to this. We have provided clear guide lines for stairs, steps and access points for our visually impaired pupils

The Council are currently reviewing the Aylestone buildings and are considering accessibility issues.

Access to some areas of the site remain problematic- caused by a range of older buildings- but all areas of the site are accessible

We provide access to a full, broad and balanced curriculum for all pupils through school organisation and support including participation in after school clubs and school visits.

We adapt and improve the delivery of written information to disabled pupils.

We adapt hand-outs for pupils, have texts and worksheets on suitable paper and offer overlays to those with visual impairment/ stress, font size and design is considered when delivering worksheets, and the school uses WIDGIT software for some resources include handouts, suitable textbooks and information about school events.

The building

- Disabled toilet located off student services area
- Wide opening doorways / double doors at some points of access
- Site is accessible to all
- Ramps in some areas of the school site to improve access to all buildings

Issues remaining

- Steps at areas around the site make access more time consuming
- Different building levels on site

Resources

The school has the capability through reprographics equipment to produce appropriate resources e.g. enlargement of script on photocopier etc. The SENCO coordinates all work for children with special educational needs and is assisted by the Assistant SENCO and the SSTW team in the appropriate reproduction of suitable work materials and resources.

Appendix 3: Broadlands Accessibility Plan

Areas of emphasis

Improving access to the physical environment of the school.

We provide access to a full, broad and balanced curriculum for all pupils through school organisation and support including participation in after school clubs and school visits. We adapt and improve the delivery of written information to disabled pupils. We adapt hand-outs for pupils, have texts and worksheets on suitable paper and offer overlays to those with visual impairment/ stress, font size and design is considered when delivering worksheets.

Some of the classrooms are upstairs and there is no wheelchair access. Each year we assess the pupils who will be in each class. Any classes that include children with accessibility needs will be located in a suitable classroom.

The building

- Disabled toilet located next to the main school entrance
- Wide opening doorways / double doors at some points of access
- Site is accessible to all

Issues remaining

- Steps at areas around the site make access more time consuming
- Different building levels on site with no wheelchair access
- No wheelchair access to stage

Resources

The school has the capability through reprographics equipment to produce appropriate resources e.g. enlargement of script on photocopier etc. The SENCO coordinates all work for children with special educational needs and is assisted by the Assistant SENCO and LSSA team in the appropriate reproduction of suitable work materials and resources.

Appendix 4: Withington Accessibility Plan

Areas of emphasis

Improving access to the physical environment of the school.

We provide access to a full, broad and balanced curriculum for all pupils through school organisation and support including participation in after school clubs and school visits. We adapt and improve the delivery of written information to disabled pupils. We adapt hand-outs for pupils, have texts and worksheets on suitable paper and offer overlays to those with visual impairment/ stress, font size and design is considered when delivering worksheets.

The building

- Wide opening doorways / double doors at some points of access
- Site is accessible to all

Issues remaining

- No disabled toilet
- Steps at areas around the site make access more time consuming

Resources

The school has the capability through reprographics equipment to produce appropriate resources e.g. enlargement of script on photocopier etc. The SENCO coordinates all work for children with special educational needs and is assisted by the Assistant SENCO and LSSA team in the appropriate reproduction of suitable work materials and resources.