



THE RUSSETT SCHOOL

ACCESSIBILITY PLAN

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Date1st June 2015

Amended by Andrew Howard

Date 9th May, 2018

Governor Involvement/Agreed final draft ...

Signed by Executive Headteacher Date ...May 2018

Signed by Chair of Committee/Governors Date

This policy will be reviewed every 3 years or in the light of changes.

Review end of **Summer 2021**

Document Control

There are one controlled copy of this document on Trust

Governor

SCHOOL ACCESSIBILITY PLAN

INTRODUCTION

The Russett School is accessible, inclusive and has good links with the local community. It is a school where diversity is celebrated and strong partnerships are built. The curriculum provides challenging and stimulating learning experiences with realistic yet high expectations of standards, progress and achievement.

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 that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

The Russett School building has been adapted to meet the needs of disabled pupils and adults:

- All school documents can be available in a range of formats.
- Disabled toilets are available throughout the building
- Steps are kept to a minimum, but are used to support pupil/student independence.
- All changes to the building to promote pupil independence and access are documented within the School Improvement Plan.

DEFINITION OF DISABILITY

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.

KEY OBJECTIVE

To reduce and eliminate barriers for pupils, prospective pupils and our adult users with a disability to the curriculum and to fully participation in the school community.

PRINICIPLES

1. Compliance with the Equality Act 2010 is consistent with the academy's approach to equal opportunities and the operation of the school's SEND policies.
2. The school recognises its duty under the Equality Act 2010:
 - 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 take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
3. In performing their duties, governors and staff will have regard to the Equality Act 2010.
4. The school recognises and values parents/carers knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents/carers and child's rights.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, 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 individual and groups of pupils.

Access to the curriculum

We provide a differentiated Curriculum. We ensure all pupils and students can access activities that we offer and adaptations to equipment and activities are made to fulfil this aim.

School staff receive professional development and training in making the curriculum accessible to all pupils, and are aware of its importance. Good communication is supported by the use of signing, symbols and appropriate computer technology.

The school will continue to support advisors, health professionals and any other agency that is involved with the pupil and their families.

Our minibus is designed to take wheelchairs and has side access for pupils and students to ensure that offsite activities can take place. Offsite activities are risk assessed on an individual basis.

Core Areas

The school will take account of the needs of pupils and other users with physical, learning difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises

Physical

- Make good use of natural and artificial lighting.
- Access to light stimulation and dark rooms.
- Accessible facilities and fittings.
- Good room acoustics
- Access to a sensory room
- Adapted playgrounds
- Secure parking areas
- Safe and secure grounds
- Large adapted classrooms
- Specialist equipment

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Learning Difficulty

- All information issued by the school aims to be user friendly.
- We encourage parents/carers to take up the offer of having communications sent to them electronically.
- The school regularly uses contact with parents/carers through letter and telephone calls.
- Communicate through PECS, Makaton, visual prompts and symbols.
- Adapted curriculum and learning styles
- Teaching Assistants to support learning, personal care and behaviour
- Small group sizes
- Opportunities for 1:1 learning
- Access to a sensory curriculum

Sensory

- Set colour scheme throughout the school
- Fully trained interveners.
- MSI trained teacher
- Multi Sensory curriculum
- Specialist equipment
- Rebound therapy
- A Total Communication approach. This includes body signing, signing, gesture, communication aids, symbols, photos, objects of reference and intensive interaction.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g

- School Improvement Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policies
- CPD Plan

Equality Statement

On considering this policy there are no significant issues. Equality will always be reviewed as and when necessary or in the light of any changes.

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In accordance with its Public Sector Equality Duty, the school has given due regard to equality considerations in adopting this policy/procedure and is satisfied that its application will not impact adversely on members of staff or pupils who have a protected characteristic (age, disability, gender, reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) with the meaning of the Equality Act 2010.

The Head of Academy will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination under any of the protected characteristics.

This policy is also available in the following formats, on request to the Head of Academy: e-mail, enlarged, print version:
other formats by arrangement.

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Priority / Timescale	Action	Responsibility	Cost	Monitoring
Currently Completed	<ul style="list-style-type: none"> • To increase the size of the pupil parking areas • To re-develop the Early Years playground • To develop a new classroom • To refurbish a part of the hydro pool to install toilets and a wet room. 	HoA / Admin / Maintenance	None	HoA / Executive Head / Governors
Short Term (1 - year)	<ul style="list-style-type: none"> • Consider improvements to Fire Alarm for H.I. people. • Consult over the possible need for school publications (i.e. newsletter) to be prepared in different formats, including any families where English is an additional language. 	HoA / Admin / Website & Newsletter administrator	Quotes required	HoA, Executive Head and Governors
Medium Term (1 - 3 years)	<ul style="list-style-type: none"> • Consider portable induction loop for use in classrooms, Induction Loop in hall and portable loop units for meeting rooms. 	HoA / Admin	Obtain quotes	HoA / Executive Head / Governors

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Priority / Timescale	Action	Responsibility	Cost	Monitoring
Ongoing	Differentiation in teaching	All classroom teaching leaders	Resources identified as required to ensure the support for differentiation is provided	HoA / Executive Head / Governors
Ongoing	Ensure that the system of 'Total Communication' is available and used in all teaching experiences	HoA / DHoA	Resources to ensure staff have training & confidence in using Makaton	HoA / Executive Head / Governors
Ongoing	Ensure staffing is suitable and deployed effectively to ensure the support is in place to meet the needs of all pupils / students	HoA / DHoA	As identified and discussed as part of the financial security assessments	HoA / Executive Head / Governors
Ongoing	Review of the curriculum to ensure it continues to meet the needs of all pupils / students	HoA / DHoA	As identified and planned within the financial planning cycles	HoA / Executive Head / Governors
Ongoing as new families join the academy	Review documentation provided and ensure the availability of written material in alternative formats as requested / as required to meet the needs of the family	HoA / Admin	Resources required as needed. Sources of producing alternative formats will be required to be sourced	HoA / Executive Head / Governors

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