

EQUALITY AND DIVERSITY: SCHOOL ACCESSIBILITY PLAN

EO08 England

Next Review Date February 2020

The *Equality Act 2010* has placed greater duty on schools and colleges to produce robust accessibility plans which cover **all** disabilities – defined as *physical or mental impairments that have a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities*. It is to be noted that many pupils with SEN, whether or not they have a statement of SEN or EHC Plan, will also be recognised as disabled.

There are many different templates for constructing a plan with many schools preferring to itemise short, medium and long term objectives. The *Equality Act 2010* makes it clear that every school – independent, state funded and state maintained - and all FE colleges **must** make reasonable adjustments.

Reasonable Adjustments

An education provider **must** make 'reasonable adjustments' to make sure disabled students are not discriminated against. These adjustments or changes could include:

- Changes to physical features, for example creating a ramp so that students can enter a classroom; and/or
- Providing auxiliary aids and services (such as extra or specialist support and equipment).

Oasis Academy Lister Park Accessibility Plan: School Year 2016/17

Development area	Targets	Strategies	Outcome and by when	Goals achieved
Curriculum delivery	Classrooms are organised for disabled pupils.	Guidance from specialists (sensory support service, autism service) taken into account for arranging classrooms to maximise benefit to disabled pupils.	Monitoring indicates disability/SEN taken into account in organising the environment for learning. (Will be reviewed in 2020).	Disabled pupils able to access learning environment more effectively.
Curriculum delivery/ delivery of materials in other formats	<p>Personalised targets set by classroom staff with additional time requirements in practical work understood and planned for.</p> <p>Diagrams described read out loud.</p> <p>Copies of slides and diagrams available to pupils if required.</p> <p>Worksheets produced in at least size 12 font where appropriate or larger for VI students.</p>	<p>SEND information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Advice from sensory support service – visit in Summer 2015/16</p>	Ongoing monitoring indicates differentiation in place targeted at disabled/SEN/other nominated pupils.	Disabled pupils able to access curriculum more effectively.
School design for disabled pupils	All areas accessible to disabled pupils.	School was built in 2002 and was designed so that all students could access all areas.	. All Ramps that access the building need to be slip resistant	N/A
			- The reception needs floor surfaces to be softened to reduce	

			<p>‘acoustic confusion’</p> <ul style="list-style-type: none"> - The reception needs to make sure it has an induction loop for those who are hearing impaired 	
	<p>Signs clear and understandable for visually impaired.</p>	<p>Audit of building and signs was carried out by the VI Team at Bradford Council and all signs were deemed appropriate.</p>	<ul style="list-style-type: none"> • Need Audible and Tactile (braille) information for visitors to the building • The reception needs to have a map that is tactile (appropriate for those that access via touch) to support navigation around the building • Ensure that all signs are upper and lower case and big enough to be read by those with impaired vision • The lifts location needs to be clearly defined by visual and tactile information • The lifts location needs to be clearly defined by visual and tactile information • Need to have a tactile plan or diagram of the building • Need to have large- 	<p>Reviewed by Office manager, Vice Principal and SENDCo</p>

			<p>print versions of information about the buildings/activities available</p> <ul style="list-style-type: none"> • Need to have braille information available for those with visual difficulties 	
	Comprehensive evacuation plan in case of fire.	Seek advice from fire service to identify issues related to evacuation of pupils with specific disabilities.	Plan discussed and agreed with all staff. Where appropriate individual pupils also informed and PEEPs are created.	Office Manager, SENCo, and Senior LSA to discuss fire evacuation plan in detail every September and routinely throughout the year
Auxiliary aids and services	Medical conditions policy reviewed and updated.	Input from school nursing service. Relevant staff identified and trained.	Policy disseminated to all staff.	All pupils with medical conditions are supported.
	Some adaptive keyboards and special software are available.	Sensory support service, physiotherapist and occupational therapist provide input as to appropriate IT equipment and software.	A small selection of adaptive keyboards and special software are purchased. (To be reviewed in September 2018).	Disabled pupils can access adaptive keyboards and specialised software to access the curriculum. More pupils need to be identified to see if they could benefit from adaptive keyboards.
	Ensure all staff are appropriately trained to support all students with all needs	Training to be arranged for all staff	Are canteen staff trained in communicating with those with physical and sensory disabilities?	Reviewed by Office manager, Vice Principal and SENDCo

See also Handsam Quick Guide documents:

- **AM01 England Supporting Pupils with Medical Conditions: Points of Law; and**
- **EO16 England: Equality and Diversity: Access to Schools for Disabled Pupils.**