

## Accessibility Plan

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility in the spirit of the Equality Act 2010 and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers learning and teaching and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame

Attached are Action Plans, relating to these 3 key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010

The Action Plan for physical accessibility will in future relate to the Access Audit of the school. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period

The School Prospectus will make reference to this Accessibility Plan

The school will work with the fellowship in developing and implementing this plan

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

- Curriculum policy
- Single Equalities Scheme
- Health & Safety (including off-site safety)
- SEND Policy
- Behaviour Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus
- Teaching and Learning Policy
- Community Cohesion Plan

## **Access Plan**

### **Rooms:**

- Accessible through doorways
- Arrangement of furniture to allow free wheelchair movement

### **Furniture:**

- Height of desks to be appropriate to accommodate wheelchair users comfortably
- Invest in specialist ovens where there are food technology areas
- At least one science classroom to have adjustable height work benches with gas taps

### **Doors:**

- Number of sensory electronic doors to be increased in high use areas, of particular importance access to reception
- Number of button pressed self-opening doors to be increased across the premises

### **Steps/Stairs:**

- Contrast colour on edge of step/stairs
- Where necessary emergency evacuation equipment fitted to stairs

### **Access to buildings:**

- Ramps required
- Doors require adapting for wheelchair access

### **Speed bumps:**

- Where there are speed bumps on site, they should allow wheelchair access to the side of them

### **Written:**

- The ability to produce information in Braille

### **Hearing impaired:**

- Acoustic sound checks of classrooms including indoor PE areas and large social areas

### **Training staff:**

- In the correct manual handling of disabled people
- The use of hoists and the evacuation chair: to ensure more teaching and support staff are trained in this procedure (where necessary)

### **Area for Pupil Personal Care:**

- The use of which is restricted to trained staff which includes a storage area for disabled persons' equipment

### **Pupil awareness:**

- Ensuring all pupils understand the difficulties faced by disabled pupils to create a more welcoming environment

### **Transport:**

- College to ensure funding for specialist wheelchair access to public and privately owned vehicles on educational visits.

**Disabled parents/visitors to college and parents' evening:**

- Identify in advance disabled visitors to ensure routes to destinations are accessible
- Offer appropriate accommodation where necessary to visiting associates
- Make it aware to staff members that they may be asked to relocate to meet disabled visitors
- Advertise the importance of parent return forms for those in need of wheelchair access or who have mobility issues prior to arrival at the school

**Accessibility Plan – date**

Improving the physical access to the school		
Items pending	Activity	Timescales

Improving the curriculum access at the school				
Target	Strategy	Outcome	Timeframe	Achievement

Improving the delivery of written information at the school				
Target	Strategy	Outcome	Timeframe	Achievement

<b>School:</b>	Clarendon Academy	<b>Policy Lead:</b>	
<b>Date agreed:</b>	August 2014	<b>Issue No:</b>	

R. A. Townsend  
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