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Accessibility Plan

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| **Duration covered by plan:** | September 2017 – September 2020 |
| **Plan Agreed:** | 14th September 2017 |
| **Plan Review:** | September 2020 |
| **Lead member of Staff:** | S Lunn |



The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education.

The Equality Act requires that schools must have an accessibility plan aimed at:

* Increasing the extent to which disabled pupils can participate in the curriculum
* Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* Improving the availability of accessible information to disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students in the three areas required.

a) Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled;

b) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;

c) Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The definition of disability under the law is a wide one. A disabled person is someone who has a **physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life

Redbridge Community School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community including those with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

This school will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

Redbridge Community School believes that full opportunities and choices should be available to students and adults to increase their access, participation and achievements in learning to improve their quality of life.  They will be respected and included as equal members of society.

The school is ambitious in delivering learning excellence for all within its community. This is reflected in our school motto - Aspire, Respect, Opportunity, Excellence.

This policy should be read in conjunction with all other policies available in the school.

Consultation and agreements for this plan:

* SMT
* SENCO
* HI Manager
* The governing body
* Parents Forum
* Students
* Kate Crisell – Health and Safety Manager
* Clare Wall-Bradfield -Business Manager
* Gus Casson – Interserve Manager

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| 1. **Increasing the extent to which disabled pupils can participate in the curriculum** | | | | | | | | | | | | | |
| **Action** | | | **Action Breakdown** | | **Responsibility** | | **Monitoring** | | **Cost** | | **Timeframe** | | **Success Criteria** |
| 1.Ensure staff have relevant information about the students they teach with a disability to allow them to make any required reasonable adjustments | | | Ensure medical plan/ risk assessments/information sheets are kept up-to-date and made accessible to all staff | | SENCO/HLA | | As needed | | Time | | On-going | | Ensure medical plan/ risk assessments/information sheets are kept up-to-date and available to all staff |
|  | | | Medical plan/ risk assessments/information sheets are shared with and where appropriate, have contributions added from outside agencies | | SENCO/ HI Manager/PLs/Head of EduK8 | | As needed | | Time | | On-going | | Contributions added where appropriate |
|  | | | SENCO to be informed regarding all new students with a disability so that an assessment of reasonable adjustments can take place | | SENCO/ HI Manager/PLs/Head of EduK8/Office | | As needed | | Time | | On-going | | SENCO consulted. Reasonable adjustments in place as and when needed for new students |
|  | | | SENCO to contact primary feeders in Y6 regarding any new Y7 student with a disability so that preparations can be made for their arrival in Y7 | | SENCO, HI Manager | | Spring term | | Time | | End Summer term | | Primaries consulted and necessary information obtained. Redbridge staff are prepared for new student |
| 2.To support staff by increasing their knowledge and understanding of disabled students admitted to the school | | | Staff training – dependent on need | | SENCO and any other relevant staff | | As needed | | Time | | On-going | | Staff can feel more confident in their understanding of particular disabilities and support strategies for the classroom. Students are successful in lessons and assessments. |
|  | | | In addition to any written support given in 1. (above), help sheets outlining particular disabilities | | SENCO | | As needed | | Time | | On-going | | Staff can feel more confident in their understanding of particular disabilities and support strategies for the classroom. Students are successful in lessons and assessments |
| 1. Renewal of Basic Skills Quality Mark ensures school continue to meet specified criteria for improvement whole school. | | | Apply for renewal of Basic Skills Quality Mark. | | SLU | | Yearly | | Time | | By July 2017 | | Basic Skills Quality Mark renewed. |
| 1. To ensure disability awareness and knowledge continues to happen through assembly/PSHE/tolerance week | | | SME/Progress Leaders/tutors - through assemblies and extended tutor time activities. | | SME | | On-going | | Timetabled sessions. | | On-going | | Disability awareness is addressed in school. |
| 1. . The gathering of information in relation to attendance at extra-curricular activities for students with disabilities. | | | Analysis of extra-curricular attendance registers. | | SLE | | Termly | | Time | | To be re-evaluated on a yearly basis. | | School starts to gather information on attendance at extra-curricular activities. |
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| 1. **Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services** | | | | | | | | | | | | | |
| **Action** | **Action Breakdown** | | | **Responsibility** | | **Monitoring** | | **Cost** | | **Timeframe** | | **Success Criteria** | |
| 1.To review site access to meet the diverse needs of students, staff and community users | Meet weekly with site manager to check safety of buildings, outside areas and equipment on site. | | | KCR | | Weekly | | Minimal – majority of cost covered by PFI contract. | | On-going | | Safety of building, site and equipment. | |
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| 1. **Improving the delivery to disabled students of information, which is provided in writing for students who are not disabled** | | | | | | | | | | | | | |
| **Action** | | **Action Breakdown** | | **Responsibility** | | **Monitoring** | | **Cost** | | **Timeframe** | | **Success Criteria** | |
| 1.To ensure new staff take on board the good practice in school regarding presenting written information to students | | SENCO to deliver training session to new staff | | SENCO | | Training session | | Time | | Autumn 2017 | | New staff consider FLISC when presenting information to students | |
|  | | Refreshers given to departments on request | | SENCO | | As and when needed | | Time | | If needed | | Staff confident with FLISC when presenting written information | |
| 2. To ensure new staff are confident with the communication needs of our hearing impaired students | | HI Manager to deliver a training session to new staff | | H I Manager | | Training session | | Time | | Autumn 2017 | | New staff consider are confident with the communication needs of our hearing impaired students | |
| 3.To support staff so that information in lessons is clear and learning accessible to students with a disability | | Training and information on shared drive | | SENCO.HI Manager/PLs/Head of EduK8 | | As and when needed | | Time | | On-going | | Students understand and are engaged with their learning. They make progress. | |
| 4.To ensure ICT is used appropriately to support students with HI, VI or other learning difficulties | | Keep up-to-date with new technologies | | SENCO/HI Manager | | As and when needed | | Time | | On-going | | New technologies are used if appropriate for learning. | |
|  | | Ensure students and appropriate staff have training in its use. | | SENCO/HI Manager | | As and when needed | | Time | | On-going | | Students and staff feel confident in the use of the new technologies. | |