



Accessibility Plan 2017-2020

Introductory statement

The Accessibility Plan (the Plan) has been drawn up to cover the period from September 2017 to August 2020. The plan is available in large print or other accessible format if required.

The plan takes account of the school's Public Sector Equality Duty (PSED) as prescribed in **Equality Act 2010: Schedule 10, Paragraph 3** and the Department of Education guidance document *'The Equality Act 2010 and schools - Departmental advice for school leaders, school staff, governing bodies and local authorities' May 2014*.

The PSED has three main elements:

- eliminate discrimination and other conduct that is prohibited by the Act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The requirements of this plan align with the Hampshire CC Accessibility Strategy and the Fair Access Protocol for pupils in School.

The school is committed to providing an environment which values and includes all pupils with educational, physical, sensory, social, spiritual, emotional and cultural needs. The school is aware that reasonable adjustments may be required to allow disabled pupils, staff, parents and visitors to access educational provision.

The School's layout and facilities

The school occupies a site that has developed over many years and has a wide range of buildings differing in age, size condition and design. Access onto the site for school and community users is good with wheelchair access possible at each pedestrian entrance. There is provision for two accessible disabled toilets and access to buildings is by means of a ramp.

Accessibility Plan

Our accessibility planning and review for disabled pupils is aimed at:

- **increasing the extent to which disabled pupils can participate in the curriculum;** the school provides a differentiated curriculum to meet the learning needs of students with disabilities and that target setting is effective and appropriate for these students. The school achieves this by continuing to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts etc.
- **improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;** the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings etc. It is

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anticipated that the school's new building coming on stream in Oct 2018 will be fully DDA compliant.

- **improving the availability of accessible information to disabled pupils;** the school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The school is informed of changes to circumstances through the Local Authorities admissions department for new admissions as well as the Specialist Teacher Advisory Service who reports to the school on individual pupils impairment needs.

An Accessibility audit is carried out every three years by the Business Manager in the Autumn Term. The audit findings will form the basis of the action plan to improve accessibility and will be discussed, monitored and reviewed by the H&S Link Governor; approved by the Governors' TLW committee and reported up to the FGB by the chair of TLW.

An action plan relating to the most recent audit carried out in December 2017 has been produced. This provides the details of how the school will make the school's curriculum, physical environment and information more accessible for people with disabilities.

It is acknowledged that there is a need for on-going review especially where circumstances change within the three year plan. Furthermore, Personal Emergency Evacuation Plans (PEEPs) and Vulnerable Persons Risk Assessments are used where existing staff or pupils have a specific need which may be temporary or permanent.

The Accessibility Plan should be read in conjunction with the following policies and Plans:

- School Improvement Plan
- Equalities Policy
- Health and Safety Policy
- Special Educational Needs policy

There will be a full review of the Accessibility plan in the Autumn term 2020 when a new plan will be produced to cover the next three years.

Reviewed:	H&S Link Governors <i>under the delegated powers of the Governing Body</i>	Date:	January 2018
Approved:	Governors; TLW Committee	Date:	31 January 2018
Next Review		Date:	January 2020