

Stratford upon Avon School Accessibility Provision and Plan

Context

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible School: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

At Stratford upon Avon School we strive to make reasonable adjustments to procedure and policy.

Stratford upon Avon School's buildings are well designed to meet the needs of pupils, staff and visitors who have a disability.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Our Objective

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

Principles

Compliance with the DDA is consistent with the school's aims, the equalities policy, and the operation of the inclusion and SEN policies.

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of educational and related services;
- Not to treat disabled pupils less favourably;
- To take reasonable steps to avoid putting disabled pupils at substantial disadvantage;
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and will work with parents to develop educational health plans as agreed. However, paramount is that the school respects the parents' and child's right to confidentiality.

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; it endorses the key principles of the National Curriculum framework, which underpins an inclusive curriculum.

School Location and General layout

- i. The school is situated along the Alcester Road, and the approach to the school is flat. The nearest mainline Railway Station is Stratford upon Avon some 400 metres distant, the school is on public transport routes, with a bus stop within 100 metres of the school.
- ii. The school building is 3 storey, with lift access to each floor. There are three lifts, located by main reception, at the opposite end of the main building, and in the sixth form centre. Every classroom is accessible to all, whatever their mobility level.
- iii. Classrooms are spread across the ground floor, first floor and second floors.
- iv. Public access rooms, including entrances, the assembly hall, toilets, and a parents' meeting space are on the ground floor, with no steps.
- v. Other public access rooms, including the Learning Resource Centre and meeting rooms, are on the first floor, in each case located close to one of the lifts.
- vi. There are toilets including disabled toilets on each floor.
- vii. The separate Sports Centre is on the ground floor, and has no steps internally. There is a ramp access from the car park.
- viii. This School has its own large car park with a tarmac surface, with three disabled car parking spaces being available, and located close to entrances.

Physical Environment

The school takes into account the following principles:

- i. 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, clear digital signage and colour schemes and more accessible facilities and fittings. This includes adjustable height furniture in a number of classrooms including practical areas, science and technology
- ii. Clear access for all pupils to all areas within the School, Sports Centre and all outdoor sporting facilities and hard play areas.
- iii. To enable pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- iv. Ensuring pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- v. Ensuring emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities

Examinations

- i. The School will take every available step to ensure that pupils with a disability are afforded the best possible opportunities for the completion of their exams. This will include the following:
- ii. Should the pupil require any access arrangements this will be processed by qualified assessors within the SEND department as soon as they are made aware of the need.
- iii. Pupils who suffer injury just before, or during, the exam period will be offered alternative venues should they be unable to access the exam hall. Rooms will be found on the ground floor and will be appropriately set out to comply with exam regulations.
- iv. Specialist equipment will be provided by the School should there be a need, for example, computer access.
- v. Should the disability require the aid of a scribe or a reader, this will be provided by the school.
- vi. Allowance of extra time and allowance for the use of laptop computers
- vii. Use of large print materials
- viii. Use of 'coloured' paper and exercise books
- ix. Use of coloured overlays

Other Considerations

The school takes into account the following principles regarding communication and opportunities:

- i. Website design with variable font sizes, colour imagery and contrast.
- ii. Careful research and design of extra-curricular and offsite activities ("school trips") so that they are accessible to pupils with a disability.
- iii. Provision of appropriate support, including extra time, amanuensis, readers and other support as permitted and required, in examinations.
- iv. There is a hearing loop assistance system in some parts of the school,
- v. The school is aware of local services to provide information in alternative formats when required or requested.
- vi. The school purchases a disability advice and support service from an appropriate source (includes the LA and commercial provision).
- vii. The school provides training for staff on making the curriculum accessible to all pupils, on use of evacuation equipment, on first aid, and on specific disabilities that might be encountered in the school.
- viii. The school continues to seek advice from specialists including the LA, specialist teacher advisors, SEN inspectors, consultants and advisors, and appropriate NHS professionals from the local NHS Trust.

Actions

With due regard to funding and availability of resources, the school aims, within a reasonable period of time, to:

- i. Continue to maintain and enhance the physical environment and other considerations as above.
- ii. Introduce a one-way system around the Sports Centre, parking for spectators adjacent to all weather pitch, and an additional disabled parking space.
- iii. Include adjustable height fittings in the forthcoming redesign of a Technology Food room.
- iv. Review the Reception area, to include lowered height desking.
- v. Introduce braille signage.

Linked Policies

This plan will contribute to the review and revision of related school documents and policies, including:

- The School Strategic Plan
- The School Development Plan.
- Staff Development Plans
- SEND Policy
- Equality and Diversity Policy.
- Curriculum Policies and plans.