



## Introduction

**3-year period covered by the plan:** Sept 2016 to Sept 2019

**Plan agreed:** 13<sup>th</sup> July 2016

**Review Frequency:** Annual review with new plan every three years.

### **Applicable Legislation:**

Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

<http://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some. The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA).

The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

### **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Schools must implement accessibility plans which are 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; and
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a

freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review.

At Wimborne Junior School the provision of adequate resources is the responsibility of the Resources Committee. The Resources Committee is responsible for regular checks for physical accessibility, and the Standards Committee is responsible for the monitoring teacher training in the area of accessibility. The Accessibility Plan is a freestanding document.

These plans will be reviewed and progress tracked on an annual basis.  
A new Accessibility Plan will be drawn up every three years.

This plan should be read in conjunction with other policies & information such as:

- Inclusion policy
- Health & Safety policy
- Public Sector Equality Duty statement
- Equality Act 2010

The Accessibility Plan will be published on the school website.

The school Complaints Procedure covers the Accessibility Plan.

**Sources of information used in documenting this plan include:**

**PORTSMOUTH LOCAL OFFER: details the special education provision and training provision that Portsmouth City Council expects to be available in Portsmouth for children and young people aged 0-25 with special educational needs and or a disability.**  
**<http://www.portsmouthlocaloffer.org/local-offer-search/item/22>**

**EQUALITY ACT 2010. ADVICE FOR SCHOOL LEADERS,  
SCHOOL STAFF, GOVERNING BODIES AND LOCAL AUTHORITIES**  
**<http://www.educationengland.org.uk/documents/pdfs/2012-guidance-2010-equality-act.pdf>**

**POLICIES AND OTHER DOCUMENTS THAT GOVERNING BODIES AND PROPRIETORS ARE  
REQUIRED TO HAVE BY LAW**  
**[http://media.education.gov.uk/assets/files/pdf/s/statutory%20policies\\_april2013.pdf](http://media.education.gov.uk/assets/files/pdf/s/statutory%20policies_april2013.pdf)**

**EQUALITY ACT 2010 AND SCHOOLS**  
**[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)**

## **ACCESSIBILITY PLAN September 2016 to September 2019**

Increasing the extent to which disabled pupils can participate in the curriculum

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Training for teachers on differentiating the curriculum.	Undertake an audit of staff training requirements. CPD reflects requirements identified.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	Increase access to the Curriculum, and all children are engaged and included in learning.
Training for teachers on differentiating the curriculum.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Increase access to the Curriculum and all children are engaged and included in learning.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	In each instance	Increase access to school activities for disabled pupils.
Ensure all persons are fully aware of disability issues - Training for awareness, raising of disability issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access.	Ongoing	Society will benefit by a more inclusive school and social environment, collaborative and holistic approach.

## Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Target	Strategy	Outcome	Timeframe	Achievement
Ensure no pupil is excluded from accessing the premises.	Conduct an annual audit of school premises taking into account the specific needs of any pupil either current or prospective. Appropriate services will make site visits for any school with a child under their remit, in advance of the child starting, to offer advice on any changes that need to be made.	Classrooms and all pupil facilities are accessible to all pupils, reasonable adjustments are made where possible.	Annual audit and update	No pupil is excluded from accessing the facilities.  Collaborative engagement with external services.  Enabling needs to be met where possible.
Ensure all works completed on the premises reflect the needs of disabled users.	Undertake review of planned works and liaise with external agencies and health advisors to assess suitability and improvements.	Maximise the benefit of improvement and maintenance works for all pupils.	Ongoing	All changes to the premises reflect the needs of disabled users.
To be aware of the physical access needs of disabled children, staff, governors and parents, carers.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed e.g to create access plans / risk assessments/ evacuation plans for individual disabled children.	Targeted and effective facility management, improved accessibility.	Ongoing	Individual plans are in place for disabled pupils and all necessary persons are aware of pupils' needs.

## Improving the availability of accessible information to disabled pupils

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	Hold information regarding services available for converting written information into alternative formats.  Audit school library to ensure the availability of large font and easy read texts.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to disabled pupils improved.
Make provision to deliver school brochures, school newsletters and other information for parents in alternative formats – on request.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all.	On request	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from appropriate Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all.	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses. Include in each staff member's training review.	Awareness of target group raised.	Ongoing	School is more effective in meeting the needs of pupils.

