

Version	Date	Updated by
1.0	Aug 2017	Sonia Frankish
1.1	Aug 2019	Cate Tumman
1.2	Aug 2020	Cate Tumman
1.3	Aug 2021	Cate Tumman

## The PLACE Independent School Accessibility Plan

Lead member of staff: Cate Tumman

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governance has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school governance of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### The School’s Context

We are an Independent School for boys and girls age range 7yrs to 18yrs. The school is split over two sites each site comprises of several buildings which are spread across the site and all are on one level with wheelchair access to the ground floors at a minimum. The site itself does not have purpose-built ramps for entrances. Many of the outside areas of the building, due to the farmland site, have uneven ground and therefore may prove difficult for unaided wheelchair access. There is a ground floor toilet within the main school building, however this is not specifically a disabled toilet. There is a ground floor access toilet in the barn converted areas which has disabled access and space. The school is not registered to take on roll pupils with physical disabilities including

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visual impairment, hearing impairment or multi-sensory disability.

### **The School's Aims**

- embraces a partnership between the school and home
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values
- provide safe, therapeutic and nurturing education to young people to help them achieve their potential

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- **SEN & Disability Act 2001**
- **The SEN Revised Code of Practice 2002**
- **The Disability Discrimination Act (amended for school 2001)**
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- Proprietor/Chair of governance
- Headteacher
- SENCO

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### Access to the Physical Environment

Targets	Strate	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, C&amp;SC and parents/carers.</p> <p>Ensure the school staff &amp; governors are aware of access issues.</p>	<p>Create access plans for individual children as required.</p> <p>To ensure staff and C&amp;SC can access areas of school used.</p> <p>Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of school.</p>	<p>As required</p> <p>As required</p> <p>Ongoing process</p>	<p>SENCO / class teacher/ Headteacher</p> <p>Head teacher</p>	<p>All staff are aware of individual pupils needs. All staff &amp; governors are confident that their physical needs are met – with particular reference to staff with specific needs.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p>
<p>Ensure everyone has access to visitor's area.</p>	<p>Ensure that nothing is preventing wheelchair access.</p>	<p>Daily check to ensure the area in clear of obstructions.</p> <p>Complete on-going checks.</p>	<p>Site Supervisor/ Head teacher/ Admin</p>	<p>Disabled parents/carers/ visitors feel welcome.</p> <p>Visitors can sit down if waiting.</p> <p>Wheelchair users aren't waiting because staff sitting in the office can't see them</p>

Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear. Staff are fire safety trained.	Daily	All staff/ Head teacher	All disabled persons have safe independent exits from school.
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### Access to the curriculum

Targets	Strate	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability/health issues.	Identify training needs at regular meetings. Deliver training during staff meeting as required.	Ongoing	SENCO / Headteacher/ Therapeutic Lead	Raised confidence of support staff. Increased knowledge and expertise in specialist area.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Ongoing	SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Regular review of PE participation and any barriers.	Ongoing to reflect changes in new intakes	PE Teacher/Head teacher	All pupils have access to PE and are able to excel.

### Access to information

Targets	Strate	Timescale	Responsibility	Success Criteria
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Signage around school to be in multi languages.	Plans for a welcome sign in reception both sites– need to decide which languages to use	Replace annually to keep refreshed	Head teacher/SENCO	ALL People feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO/Head teacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.