

Accessibility Plan

May 2014

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Avenue Centre for Education

Definitions:

- A person has a disability if s/he has a physical or mental impairment which has a long-term adverse effect on their ability to carry out normal day-to-day activities.
- The new duty to plan to increase the accessibility of schools to disabled students came into force on 1st September 2002 and is renewable every three years.
- Schools are required to make their plans publicly available. Schools have a duty to publish information about their accessibility plans in their annual report to parents. (Suggest insert in school profile, prospectus if updated annually or refer to latest update on your website.)

Aims Statement:

ACE is committed to providing an accessible school within an inclusive learning environment that enables all young people to work towards their potential.

1. Improve access:

It is our intention to remove, as far as possible, those barriers which make it difficult for any individual who has difficulties within the following broad categories of need, if it gets in the way of normal school life.

- Physical access to the learning environment
- Access to published information/lessons/learning/school
- Access to the curriculum

2. Difficulties:

The range of difficulties which may need addressing are various and are likely to change according to the cohort of pupils/students and their identified difficulties, but they could be broadly grouped as:

- Sensory impairment, speech, hearing or eyesight
- Physical difficulties, co-ordination, manual dexterity, ability to lift or move everyday objects
- Medical needs, continence, managing medication
- Cognitive and learning needs, memory or ability to learn, concentrate or understand
- Communication difficulties including Autistic Spectrum Disorder
- Social and emotional needs
- Perceived risk or physical danger

3. Strategy:

This leads us to develop the accessibility plan, which is a strategy for:

- Increasing the extent to which disabled students can participate in ACE's curriculum
- Improving the physical environment of ACE to increase the extent disabled students can take advantage of education and associated services offered by ACE
- Improving the delivery of information which is already provided in writing to pupils/students who are not disabled. This should be done within a reasonable period of time and in formats which take account of the preferred means of communication by the pupils or their parents/carers.

4. To do:

- Continually review the environment of ACE, the way we plan, prepare and teach the curriculum and try to make sure that the information we provide for pupils/students is understandable for them.
- Try to provide an atmosphere where all pupils/students feel safe and valued
- Achieve this by promoting understanding of disability and work to show positive models of people with a disability. We will avoid stereo types and use language which emphasises the person rather than the disability
- Examine those parts of our active and extra-curricular activities which may have limited access for pupils with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding
- Investigate access within our planning cycle so that it is an explicit part of our school plan.

Education is a broad term and it embraces all aspects of school life, not only teaching and learning, but school clubs, sports, policies, interaction with peers, assessment and exam/accreditation arrangements.

5. Action plan:

In order to put an action plan together, school/college/PRU might use members of the senior management team, management committee (financial) and the parents/carers of disabled pupils/students.

At ACE we need to:

- Complete and access audit and review current developments
- Devise actions to eliminate barriers, with short, medium and long-term targets (3 years)
- Set goals and time frames
- Consult with staff, management committee and other bodies
- Publish the plan
- Implement the plan and allocate resources according to budget
- Evaluate the plan, keep it under review and revise as necessary

From plan to policy to practice

In the short term, the accessibility plan may be a separate part of the ACE development plan. However, over time, the plan should become a component of the general approach to forward planning and other inclusive policies – it should be read in conjunction with the equality objectives and SEN policies, for example. It will be less an independent strategy and more a thread running through all ACE`s plans and policies, including plans related to capital projects and premises management. It should eventually become part of curriculum planning, information technology support services, staff training and other whole school issues.

Training and guidance:

See Implementing the Disability Discrimination Act in Schools and Early Years Settings.
Tel:
DfES – 0845 60 2260 for free copy (one per establishment) ref: 0160-2006 doc-EN