

Appendix 2 - Accessibility Plan 2019-2022

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for students/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the Campus community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled students less favourably
 - To take reasonable steps to avoid putting disabled students at a substantial disadvantage
 - To publish an accessibility plan

- In performing their duties trustees have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all students with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled students to the Campus curriculum

This includes teaching and learning and the wider curriculum of the Campus such as participation in leisure and cultural activities or educational visits.

- Training to have in-house AQA entry level certificate co-ordinator.
- Hiring of two further teaching assistants for specific Down Syndrome care and provision
- Makaton training
- Hiring of a regional SENCO to oversee and improve provision
- Hiring of a Learning support co-ordinator

Improving access to the physical environment of the Campus

This includes improvements to the physical environment of the Campus and physical aids to access education.

- Disabled toilet
- Single storey building
- Ramps to ensure access to all areas

Improving the delivery of written information to disabled students

This will include planning to make written information that is normally provided by the Campus to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about Campus events. The information should take account of students' disabilities and students' and parents preferred formats and be made available within a reasonable time frame.

- Access arrangements are considered and put into place for all testing
- Makaton sign language
- Different coloured paper
- Coloured overlays
- Visual timetables
- Large print

Financial Planning and control

The Head Teacher, Regional Principal, CA Team and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Access to the physical environment - statutory							
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short- term	Time Frame	Notes	Progress	Financial Implications
Review environmental provision for all students.	Complete Appendix 3 – Environmental Audit and develop action plan once moved into Northwich site	PFN	Long term	By October 2019			
Improve parking facilities for stakeholders with disability.	Mark out disabled bay in staff/visitor carpark	CA Team	Short term	By October 2019		Done	
All areas of site are accessible to all persons.	Ramps installed where needed (main entrance especially). Specific areas requiring ramp access are kerb to manor house and main reception door step.	CA Team	Short term	Student return date			Yes

Access to the curriculum – statutory							
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes	Progress	Financial Implications
Ensure all staff are confident and trained in effectively supporting pupils with additional needs	CPD identified and delivered to meet needs of pupils as they arise. Ongoing partnership work with supporting services and agencies to ensure all pupils' needs appropriately assessed and addressed.	PFN IPS	Short Term	Termly updates.	Ongoing review through assessment cycle.		
Review of support needs for students with Downs Syndrome	Training and support required for admission of Y6 student April 2020. Ongoing support for current Phase 3 student	PFN	Long Term	Annual update	Ongoing review through assessment cycle.		

Access to information advice and guidance - statutory							
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes	Progress	Financial Implications
Ensure policies and documents are available to stakeholders in a variety of formats.	Review current provision and ensure large print and braille versions are available as required.	PFN	Medium term	Sept 2020	Large print version available from school		
Develop use of technology to support learners with Dyslexic Type Needs.	Develop use of audio and visual technology on Canvas and OneNote to maximise outcomes for learners.	PFN CDY	Short term	Ongoing			