

*All mankind is made in the image of God Genesis 1:26 27*

Edwinstree Middle School  
A Voluntary Controlled Church of England School



## **ACCESSIBILITY PLAN**

**Adopted:** June 2019

**Review:** June 2024

## **Introduction and Aims**

This document outlines the school's approach to accessibility and steps to ensure any future works at the school increase access to school activities for disabled people.

The aims of the accessibility plan are to:

- Increase the extent to which disabled students can participate in the school curriculum. This covers not only teaching and learning, but also the wider curriculum of the school such as participation in after school clubs, sporting and cultural activities or school visits.
- Improve the physical environment of the school.
- Improve the delivery to disabled students of written information, which is provided to students who are not disabled.

At Edwinstree School we have a general duty to:

- Promote equality of opportunity between disabled people and able-bodied people.
- Eliminate discrimination.
- Eliminate harassment related to a disability.
- Promote positive attitudes towards disabled people.
- Encourage participation by disabled people in public life.
- Take account of disabled peoples' disabilities even where that involves treating disabled people more favourably than able-bodied people.

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

**Definition of Disability** is a broad one, as follows:

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 (Disability Discrimination Act 1995).

## **Key Objectives**

Overall the intention is to improve access to education and educational achievement by disabled students to ensure equality of opportunity and so lead to a full participation in the school community. This shall equally apply to prospective students, staff and visitors with a disability.

## **Statutory Responsibilities**

The Equality Act 2010 places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled students and to implement their plans.

Schools are required to produce accessibility plans for their individual school. Accessibility plans and strategies must be in writing. The nature and content of plans will depend on the size of school and the resources available to the school.

## **Disability Discrimination Act**

Although not part of the accessibility plan, Edwinstree School will also consider the access arrangements for adults using their building as set out in the Disability Discrimination Act, including all subsequent amendments that come into force.

The DDA gives rights to disabled people in three main areas relating to schools:

- **Employing staff:** the school must not unjustifiably discriminate against present and future employees, or job applicants, on the grounds of disability. To enable a disabled person to do their job, the school may have to make reasonable adjustments to their employment arrangements or premises if these substantially disadvantage a disabled person compared to a able-bodied person. It is expected that such adjustments will be made wherever it is reasonable to do so. Access to Work (AtW) provides advice and practical support to disabled people and their employers to help overcome work related obstacles resulting from a disability.
- **Providing non-educational services to the public:** when providing non-educational services, for example, when letting rooms in the school for community use, the school must not unjustifiably discriminate against disabled people. They must also take reasonable steps to change policies, practices or procedures which make it impossible or unreasonably difficult for a disabled person to use a service. The school must provide auxiliary aids or services to enable disabled people to use a service and overcome physical barriers by providing a service by a reasonable alternative method. In this context non-educational services include services offered to parents such as meetings, access to fundraising, use of sports facilities available to the local community and the hiring of school accommodation to the local community.
- **Publishing information about arrangements for disabled students:** the school, in its annual reports to parents, must explain their admissions arrangements for disabled students, how they will help such students gain access and what they will do to make sure they are treated fairly. Schools should also ensure that information provided to parents is accessible to parents with a disability. This may require, for example, using a larger print, audio taped copies or documents in Braille.

It should be recognised that not all the requirements can necessarily be introduced immediately. Edwinstree School will continue to plan ahead to implement necessary changes as reasonably practicable.

### **Action Plan**

The action plan is divided into three sections, short, medium and long term targets that support the aims of the school outlined above. These plans will be reviewed periodically.

What Edwinstree School currently provides to help make the curriculum accessible:

- Additional and extended transition work in liaison with first schools, for transitioning students with significant and/or complex needs
- Differentiated work including differentiation of task/materials/outcome as appropriate
- Resource packs for dyslexic students e.g. planning sheets for essays; personal dictionaries.(Students encouraged to trial resources to see which work best for them)
- Paired Reading scheme
- Use of information technology in lessons as/when appropriate/available.
- 'Walk & Talk' with TA to help manage anxieties
- 'Time Out' facility in the Learning Zone for certain students with negotiation of 'safe place' when required □ Social Stories

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- Keeping students informed of planned changes to the curriculum/timetable e.g arrangements for fullness Days
- Preparation for fullness Days as necessary e.g. preparing autistic students for Sex Ed sessions
- Differentiated materials for fullness Day
- Homework clubs
- Supporting students transitioning.
- Liaison with other educational professionals e.g. Specialist Advisory Teachers; Educational Psychologists.
- Attendance at Connexions meetings with students as required
- Exam access arrangements for SATs
- Reduced timetable/liaison with ESTMA for students with medical needs (short or long term)

The school is always seeking to improve access around the school for disabled students. Our current provision for the disabled in terms of buildings is:

- Accessible toilet in Gym block and in main building
- Ramped access to the school and between buildings
- Lift allowing access to Year 5 and ICT suite
- Evacuation chair on first floor for use in the event of a fire

Edwinstree School – Accessibility Plan

Date: September 2017

	Targets	Strategies	Outcome	Timeframe	Goals Achieved	Action By	Review date
<b>Short Term</b> <i>examples</i>	Availability of written material in alternative formats.	The school makes itself aware of the services available for converting written information into alternative formats	If needed the school can provide written information in alternative formats.	2018-19	Delivery of information to disabled students improved.		
	To improve student awareness	Topics for Assembly, review curriculum,	Enhanced student awareness				
<b>Medium Term</b> <i>examples</i>	Incorporation of appropriate decoration when refurbishing to benefit students with visual impairments.	Seek advice from LEA sensory support service on appropriate decoration.	Classrooms are accessible to visually impaired children.	2017 - 2020	Physical accessibility of school increased		
	Training for teachers on differentiating the curriculum.	The School Development Plan includes training on differentiating the curriculum.	Teachers are able to more fully meet the requirements of disabled children with regards to accessing the curriculum.		Increase in access to the National Curriculum.		
<b>Longer Term</b>	All current buildings are accessible where they can be reasonably adjusted. The school will plan for accessibility in any future builds.	Include accessibility planning in project specifications	Maintain accessibility.	Ongoing	Physical accessibility of school maintained.		