

## Accessibility Plan 2016-17

### **Definition of Disability**

“ A person has a disability if he /she has a physical or mental impairment that has a substantial and long- term adverse effect on his/her ability to carry out normal day to day activities” Disability Discrimination Act 1995 (DDA)

### **Main Objectives**

- I. To reduce and eliminate barriers to access to the curriculum
- II. To have full participation in the school community for students, prospective students and adult users with a disability

### **Principles**

This plan has been produced in accordance with the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It uses the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, which was issued by DFES in July 2002.

Compliance with the DDA is consistent with the school’s aims, equal opportunities policy, and the operation of the school’s SEN policy. The Equality Act 2010 has placed a greater duty on schools to produce robust accessibility plans which cover all kinds of disability, clearly stating it is the schools responsibility to make reasonable adjustments to make sure that disabled students are not discriminated against.

The school recognises its duty to:

- I. Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- II. Not to treat disabled students less favourably
- III. To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- IV. To publish an Accessibility Plan

<b>Development Area</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome and by when</b>	<b>Goals Achieved</b>
Curriculum Delivery	Classrooms are organised for disabled students	<p>SENCO to work with specialists to ensure that classrooms are arranged to provide maximum access and benefit for disabled students.</p> <p>There will be adjustable tables available in the art room and science room</p>	<p>Review of classroom and school access arrangements for disabled students to ensure access is suitable to ensure progress.</p> <p>Need to clarify the use of DT1,2,3</p>	Disabled students able to access the learning environment effectively.
Curriculum delivery of materials in other formats	Education Support Plan targets used by classroom teachers and support staff to provide personalised and differentiated resources to ensure access to the curriculum.	<p>SEND information available to staff</p> <p>Differentiation workshops have been delivered and staff have been given examples of differentiated work. Further help will be provided to differentiate down to lower levels</p> <p>All teaching staff have Personalised Learning Plans which take into account students' needs and access to the curriculum</p> <p>A TA will be bookable to differentiate work for staff</p> <p>Work is enlarged for VI students</p>	<p>Monitoring via Line Management indicates that differentiation is in place targeted at disabled/SEN and other nominated students.</p> <p>Monitoring via drop ins and book look</p> <p>Subject Reviews and student voice exercises demonstrate that the school has made significant progress in matching student needs to curriculum areas</p>	Disabled students able to access the curriculum more effectively.

<p>School Design for disabled students</p>	<p>Areas except inclusion accessible to disabled students</p>	<p>Consideration taken in any further rebuild/improvement works to ensure accessibility for students with a disability</p> <p>We have two disabled toilets, one upstairs and the other downstairs</p> <p>Evac chairs will be fitted to two of the stair ways</p> <p>We also offer the following: Laptops when necessary Alphasmarts Coloured overlays</p>	<p>Review of accessibility of the school undertaken by Sarah Allsopp (SENCo) and Julie Guest 28.03.2017. Art room and science room need an adjustable table (unless in SC5)</p> <p>Tony Bayliss to oversee this as soon as possible</p>	<p>Paulet High School has:</p> <ul style="list-style-type: none"> <li>• A lift which provides access to the vast majority of the school (exception access to inclusion)</li> <li>• Lift to access the outside area leading to 6<sup>th</sup> form and sports hall</li> <li>• Hearing loop systems in some classrooms in the 6<sup>th</sup> form centre</li> <li>• Disabled toilets and shower facilities</li> <li>• Automatic doors to sports hall</li> <li>• Guides for visually impaired students</li> <li>• Drop curbs to allow access to the school and 6<sup>th</sup> form centre</li> </ul>
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<p>Provision of information in other formats</p>	<p>Ensure that information is available on request in the following formats:</p> <ul style="list-style-type: none"> <li>• Email</li> <li>• Enlarged print version</li> <li>• Other formats by arrangement</li> </ul>	<p>Paulet is aware of local services, including those provided through the Local Authority, for providing information in alternative formats</p>	<p>Review any future signing used in school to ensure that it enables access for visually impaired students.</p>	<p>Disabled students/ parents can access the relevant information required.</p>
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