

ACCESSIBILITY PLAN

Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

The Equality Act 2010 replaced a number of different pieces of discrimination legislation, including the Disability Discrimination Act 1995 ('DDA'). It provides people with legal protection from discrimination in a variety of circumstances. Part 6, Chapter 1 of the Act addresses education specifically and talks about the protections offered to children in schools.

Under the Act, schools must not discriminate, harass or victimise a person seeking to be admitted as a pupil. This includes the terms on which a person is offered a place or is not offered a place.

We also ensure that no pupil is discriminated against in the manner in which education is provided, the way that pupils are able to access facilities/services, or through excluding a pupil or subjecting them to any other detriment.

With regard to disabled pupils in particular, in order to meet this duty, the 'responsible body' of a school (such as the governing body) has an 'accessibility plan', after having regard to the resources required to implement the plan.

The accessibility plan is designed to do a number of things:

- To increase the extent to which pupils can participate in the school's curriculum
- To improve the physical environment of the school in order to help disabled pupils to take advantage of education and benefits, facilities or services provided or offered by the school; and
- To improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

In addition, we ensure that disabled pupils receive the same quality of education as their peers. The school has a duty to make 'reasonable adjustments', where typical provision might put a disabled pupil at a 'substantial disadvantage'.

Principles

1. Compliance with the DDA is consistent with St Ambrose Barlow mission statement, the equal opportunities policy, and the operation of the school's SEND policy.
2. St Ambrose Barlow recognises its duty under the DDA (as amended by the SENDA):
 - 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 our Accessibility Plan.
3. In performing their duties, the governing body and staff at Ambrose Barlow will have regard to the DRC Code of Practice (2002).
4. St Ambrose Barlow recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. St Ambrose Barlow provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges and responding to students' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

All staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Activity

○ Education & related activities

St Ambrose Barlow will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Within the curriculum, St Ambrose Barlow aims to provide full access to all elements. Specifically, in all areas of Information & Communication Technology, St Ambrose Barlow will have consideration in planning facilities for:-

- Wheelchair access
- Screen reader software
- Screen magnifier software
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
- Screen Magnifier Software.
- Use of I-Pad devices

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within the mainstream school.

To ensure that the needs of all disabled students and staff are represented within the school. To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

○ Physical environment

St Ambrose Barlow will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- Provision of information

St Ambrose Barlow will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

The Plan will be monitored through the governing body. The plan is of necessity organic and will need adaptation and additions on a regular basis.

Additionally, St Ambrose Barlow will always endeavour to:-

- Improve availability of written material in alternative forms
- Improve the working environment for students with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows.

Linked Policies

This Plan will contribute to the review and revision of related school policies, such as:-

- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Prospectus and Mission Statement
- Teaching and Learning Policies

	Target	Strategy	Outcome	Timeframe	Achievement	Review 2024
Short Term	Ensure all areas of the building is accessible for wheelchair users	To ensure the automatic doors on the entrance to the PE area are working. Key to the toilets is the same as the whole school building	Wheelchair users can access the building independently	May 2025	October 2022 -The key to disabled toilets is the same across the main building	PD team to complete an audit in Autumn term
Medium Term	Training for all staff on disability awareness.	Continue to receive support from the LA physical support service, physical disability outreach services for appropriate equipment, strategies of how best to support pupils. Training sessions to be provided for all staff, based on different disabilities that need additional support.	All staff will have updated knowledge and understanding of how best to support pupils with a variety of disabilities.	Jan 2023- April 2025	January 2023 – SEND reps and key staff to be trained by specialist support service in how to effectively support VI/HI pupils. May 2023 – whole school staff training to be delivered on how to effectively support VI/HI pupils.	Autism in schools project completed.
Long Term	School to maintain all areas of the school that are accessible to disabled pupils	School to work alongside outside agencies to ensure ongoing	Meetings with specialist agencies to work with Business	January 2023- April 2025	January2023 - Specialist staff from the LA to review the school environment	Francis Centre expanded in September 2024, pupils have access

		<p>maintenance around the school. All areas/equipment will be checked/serviced and any issues reported in a timely manner.</p>	<p>Manager, Health and Safety Officer and SEND staff on any areas of the school that need to be changed for alternative access. Changes will be implemented in a timely manner.</p>		<p>and provide a list of recommendations</p>	<p>to specialist area and specialist equipment.</p>
	<p>Continue to work towards Emotionally friendly school status, for pupils with SEMH.</p>	<p>School to create a Sensory Room and Intervention spaces for pupils who need SEMH support.</p>	<p>Continued meetings with Health and Safety officer, SEND staff and the Business Manager which will enable a suitable setting for SEMH interventions to be created.</p>	<p>June 2022- May 2025</p>	<p>June 2022 – SEMH staff all trained in CBT based programmes.</p> <p>September 2022 – sensory/quiet room created.</p> <p>September 2022 – SEMH interventions spaces developed across the school.</p> <p>November 2022-May 2024 – assess the school across the EFS strands, prepare the</p>	<p>EFS status training arranged for the Autumn term.</p> <p>trauma approach training arranged for 2024 academic year.</p>

					evidence and ensure we meet the criteria for EFS. September 2024 - Creation of Enhanced Resource Provision.	
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