

# Red Gates School

## Accessibility Plan

2017

This plan is in three parts:

- 1 – Disability and the Law
- 2– Self-Audit for Accessibility
- 3 – Accessibility Plan

### 1. Disability and the Law

**The Equality Act 2010** prohibits discrimination against people with the protected characteristics that are specified in section 4 of the **Act**. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people who are defined as disabled in accordance with section 6 of the **Act**, and the associated Schedules and Regulations made under section A2, will be entitled to the protection that the Act provides.

#### Main elements of the definition of a disability

**The Equality Act** defines a disabled person as a person with a disability. A person has a disability for the purposes of the **Act** if he or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must affect normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;

- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

At Red Gates School

- all students have a disability and meet more than one of the above criteria. All students have an Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of baseline assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the physical needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the **Disability Discrimination Act 2005** terms, and ensure that students' targets and needs are reviewed at least every term by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

**2. Self-Audit for Accessibility - May 2017**

	Yes	Some	No
<b>Curriculum</b>			
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	X		
Ensure that teachers, therapists and support staff have the necessary training to effectively teach and support the students.	X		
Classrooms are optimally organised to suit the needs of the students.	X		
Lessons provide opportunities for all students to achieve.		X	
Lessons involve work to be done by individuals, pairs, groups and whole classes.	X		
Lessons are responsive to student diversity.	X		
Students are encouraged to take part in music, drama and physical activities.	X		
Staff recognise and allow for the mental effort expended by students, e.g. visual location	X		
Staff recognise and allow for the additional time required by students to use equipment during practical work.	X		

Staff provide alternative ways of providing access to experiences, or understanding for students who cannot engage in particular activities, for example some forms of exercise during physical activities.	X		
The school provides access to computer technology appropriate for students with disabilities.	X		
School visits are made accessible to all students irrespective of attainment or impairment.	X		
There are high expectations of all students.	X		
Staff seek to remove all barriers to learning and participation.	X		
<b>Physical Surroundings:</b>			
The size and layout of all areas, including academic, sporting, play and social facilities allow access for all students.	X		
Students who use wheelchairs can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.	X		
Pathways of travel around the school site and parking arrangements are safe, with logical, well-signed routes.	X		
Emergency and evacuation systems are set up to inform ALL students, including students with SEN and disabilities' including alarms with both visual and auditory components.	X		
Could any of the décor or signage be considered to be confusing or disorienting for disabled students with visual impairment, autism or epilepsy?	X		
Areas to which students have access are well lit.	X		
Steps are made to reduce background noise for hearing-impaired students, such as considering a room's acoustics and the use of noisy equipment.	X		
Furniture and equipment are selected, adjusted and located appropriately.	X		
<b>Access to the Written Word</b>			
Information is provided in simple language, symbols, large print, on audiotape or in Braille for students or prospective students who may have difficulty with standard forms of printed information.	X		
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, use of projectors and describing diagrams.	X		
Facilities such as ICT are used to produce written information in different formats.	X		
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.		X	

Action needed from above assessment:

### Curriculum:

- Conduct an IT audit to look at enhancing current levels of ICT available within the school.
- Ensure that student communication aids are available at all times and are in good working order working in conjunction with the SaLT team.
- Curriculum development – 3 pathways to best meet needs of student cohort. Staff training to be made available to support pathways.
- Building and decoration and refurbishment works taking place during 2017 summer holidays
- Classrooms to be designed to reflect pathways and needs of the children.
- Staff having a better understanding of specific needs and tailor lessons according to the needs of individual children.

### Physical Surroundings:

- Signage in school carpark to clearly direct parents/carers and visitors to alternative parking.

### Access to the Written Word:

- Provide further staff training on use specific software programmes to support children's learning.

## 3. Accessibility Plan

Targets 2018 - 2020	Strategies and Personnel Responsible	Time Frame	Review Date	Outcome
To complete ICT audit across whole school and report findings to SLT.	<b>ICT coordinator</b> to complete audit and present findings	July 2017	Oct half term	SLT aware of current equipment and shortfalls within ICT.
To ensure the use of communication aid equipment in the class.	<b>All staff</b> to ensure that communication aids are used in the classroom wherever possible.  <b>Teachers</b> to ensure that use of communication aids is included in lesson planning.	July 2017	Nov 2017	Students will be able to express a preference/ make their choices known through improved access to communication aids
To embed new curriculum pathways across school	<b>DH</b> to ensure appropriate training is in place  <b>Teachers</b> to plan lessons appropriate to their pathway to	July 2017	Ongoing	Lessons personalised to promote greater levels of achievement.

	best suit the needs of individual students.			Greater levels of engagement and improved behaviour.
To equip classrooms to best meet needs of students	<b>HT</b> – To allow access to/purchase of appropriate classroom equipment to support pathways and learning.	July 2017	Jan 2018	All learning areas suitably equipped.
To make available suitable staff training to upskill staff as appropriate in relation to the pathways	<b>DH</b> - Source and cost appropriate training for staff	July 2017	April 2018	Staff have knowledge and confidence in specific areas of need and delivery.
To purchase new signage for school carpark.	<b>Caretaker</b> - Source and cost appropriate signage.	July 2017	Dec 2017	Parents and visitors to the school aware of parking restrictions.
To train staff in the use of specific software programmes to enhance learning.	<b>ICT coordinator</b> – Prepare and deliver targeted training to Teachers and TAs as needed.	July 2017	Dec 2017	All staff to be competent in the use of specific software packages.

This plan to be reviewed termly:

<b>Review Dates</b>
December 2017 by SLT
March 2018 by SLT
July 2018 by SLT