

# Yerbury School Access Plan

Review frequency: Every three years.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher.

Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

## Accessibility Plan 2014-2017

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Yerbury School recognise the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to make reasonable adjustments to the school buildings [147recognising that Grade 1 listed status imposes its own limitations] so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body:

- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Committee of the Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

## Disability and Yerbury School:

' A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the Disability Discrimination Act, 1995 definition of disability.

The School's Equality Policy is to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as its Equalities Policy.

## Access to this plan:

This plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it. We will also hand this plan to any parent of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with the Senior Leadership Team and will inform relevant aspects of the school's development plan. It will be made available to Ofsted and the LA on request.

**Supporting Policies/ Statement:**

- Equalities Statement
- SEN and Inclusion Policy
- Curriculum Policies
- Anti-bullying and Behaviour Policy

**Previous adaptations made to the school:**

- Installing electronic white boards in teaching rooms – it is recognised that children with SEN and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school volunteered to be trained so that children with medical needs could gain access to the education, e.g. diabetes, epilepsy.
  - Ipads bought to support SEN children with specific apps designed to support learning for children with SEN
  - Dyslexic specialist employed permanently to support parents of dyslexic children and provide specialised support for children with dyslexia
  - Staff within the school volunteered to be trained so that children with SEN needs could gain access to the education, e.g. autism, dyslexia.

**Accessibility Plan 2013-15**

Objective	Strategy	Resource implications & Responsibility	Timeframe	Progress so far:
<b>Improving Access to the Curriculum</b>				
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with SEND	Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience	Resource implication: Training Twilights Subject Leader time  Responsibility: Inclusion Manager Subject Leaders SENCO	Ongoing	
Ensure ICT addresses the needs for all pupils with learning and physical disabilities	Review accessibility of ICT (iPads, IWBs, hard and software) Prioritise hard and software to purchase	Resource implication: Allocated IT budget Responsibility: ICT Leader SENCO	Yearly	

### Developing access to the physical environment of the school

Provision of a toilet for children with disabilities on the bottom floor	Include in the plans refurbished toilets as noted in the school development plan	Resource implication: £10,000, including shower  Responsibility: HT/ SBM Premises Manager	By Jan 2016	
Provision of a shower for children with self-care issues/ delay on the bottom floor	Include in the plans a shower as noted in the school development plan	Resource implication: £10,000 including disabled toilet  Responsibility: HT/SBM Premises Manager	By Jan 2016	
Move the location of the office to the bottom floor to improve accessibility for all parents.	Create a working party to deliver the project and complete it in Summer 2015	Resource implication: Surplus – £100,000  Responsibility: Working Party including HT,SBM, Governors and parents	By Jan 2016	
Answer the question – Is it possible for a person in a wheelchair to access the first floor by some means	Investigate whether or not it is possible to install stair lift on one of our staircases there will be engineering, cost and planning issues	Resource implication:   Responsibility: SBM HT Governors	By September 2015	No possible but school nearby fully accessible