



ACCESSIBILITY PLAN

October 2016

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

St Martin's School buildings are generally well designed to meet the needs of disabled pupils:

- all classrooms are on the ground floor and accessible to disabled pupils via designated lifts
- use of these classrooms can be rotated to meet pupils' needs;
- all public-access rooms, entrances, toilets, library, and hall are on the ground floor and can be accessed via ramps and lifts
- there are three disabled toilets

Definition of Disability

The definition of disability under the law is a wide one. A disabled person is someone who has a

Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes:

Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues, incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Hydrocephalus, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia, HIV, Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are covered by the legislation for the rest of their life.

Key Objectives

To reduce and eliminate barriers to enable access to the curriculum and full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with the school's aims and the operation of the school's SEN Inclusion Policy
- The school recognises its duty under the Equality Act
 - Not to discriminate against disabled pupils in their admissions and exclusions
 - Not to treat disabled pupils less favourably
 - To take responsible steps to avoid putting disabled pupils under a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties, governors recognise and staff will have regard to the DRC Code of Practice (2011).
- The school 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.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

a) Access to the curriculum

Every effort is made to ensure all areas of the curriculum are available to all pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available. For example handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

As required, specific staff training is offered to help staff improve access to the curriculum, and specialist equipment is purchased as necessary. Review of the participation of disabled pupils during lesson observations will inform future developments in inclusion.

b) Physical environment

The school will take account of the needs of pupils and other users 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.

c) Provision of information in other formats

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan

St Martin's School has developed an Accessibility Action Plan, which is included as Appendix 1.

Review: November 2020

Appendix – planned action

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion. We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Appendix 1

ACCESSIBILITY PLAN - Five Year Plan of actions 2016 - 2021					
Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will monitoring take place?	Who will be responsible for implementing the action?	Date
Physical Accessibility	Mark nosings to all external steps	Renew paint as necessary to ensure all step nosings are marked	Annually	Site manager	July 2017
Physical Accessibility	Direction signs to the Main Office need to be located at the rear of the building.	Visitors to the school will be able to easily locate the office.	Annually	Site manager	July 2017
Physical Accessibility	All doors to be a contrasting colour to the handle or frame.	Doors are compliant with DDA recommendations for visual impairment.	Annually	Site manager	July 2019
Physical Accessibility	Handrail in disabled toilets need to be compliant.	Disabled toilet is usable by all.	Annually	Site manager	July 2017
Physical Accessibility	Gates to Foundation Stage Outdoor Classroom need to be accessible for all.	FS area is accessible to all.	Annually	SLT	July 2017
Physical Accessibility	Path needed from fire exits in the hall to the parking area.	All fire exits from the hall are DDA compliant.	Annually	Exec HT	July 2021
Curricular Accessibility	Ensure progress of SEN children matches 'all children'	Data analysis	Annually	SLT	July 2017
Alternative Formats	Availability of written material in alternative formats when requested.	Make enquiries to convert written information into alternative formats.	Annually	Office Administrator	July 2017