



# *Accessibility Plan*

Date reviewed	Sept 2015
Date of next review	Sept 2018

## The Linden Education Centre

### Statutory duty of the school

The Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001 specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage. Once the plan has been published the school has a duty to implement it and allocate adequate resources to it.

### Aims

This Accessibility Plan identifies how, over time, the school intends to increase the access to all areas of school life for students with disabilities. Its aims are to:

- a. increase the extent to which disabled pupils can participate in the curriculum,
- b. improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- c. improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The information should be made available within a reasonable time and in ways which take account of the pupils' disabilities and any preferences expressed by them or their parents.

### Definition of Disability

The DDA defines a disabled person as someone who has *a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD provided the effect on the person's ability to carry out normal day-to-day activities is substantial (more than minor or trivial) and long-term (12 months or more).

One or more of the following normal day-to-day activities may be impaired by a disability:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk or physical danger.



<b>Strategic aim a</b>				
To increase the extent to which disabled pupils can participate in the curriculum				
<b>Priorities a.</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Short				
To train AHTs in anxiety management via Pendlebury Health Programme so they are able to deliver training regarding students with mental health issues.	Training to take place during twilight sessions. Programme to be run by AHTs.	School will be able to manage lower level anxiety in-house, reducing the number of students who develop severe anxiety.	Training to be given over the next 2 academic years.	Less students are referred to external provision such as CAHMS for anxiety based problems.
Medium				
To ensure that all disabled pupils have equal access to and are equally represented in enrichment activities.	Collect data on the participation of disabled pupils in after school clubs and extracurricular activities. from disabled students.	School will have a clear understanding of issues which might preclude disabled pupils from participating in extracurricular, enrichment & off site activities All barriers to participation will be removed.	Monitoring system established to check participation levels by summer 2016.	There will be equal access to extracurricular and enrichment activities Representation will be proportionally in line with non-disabled pupils.
Long term				
Students with mobility difficulties, particularly those with wheelchair or walking frame needs will have optimal access to all classrooms on their timetable.	To review and modify furniture arrangements in classrooms where access is restricted.	Pupils with mobility difficulties will have full and comfortable access to timetabled classrooms	On-going over next 3 years.	All furniture arrangements in classrooms will make accommodation for efficient access to those with mobility difficulties.
Pupils with significant auditory difficulties will be supported through technology in accessing all learning environments.	Use of technology, including audio induction loop systems and portable personal listening devices To be part of the new build plan.	All teaching areas including the main hall, will have systems which allow access for those with auditory difficulties.	Next 3 years.	Pupils with auditory difficulties will be able to access the spoken word in all main teaching areas including the halls.

<b>Strategic aim B</b>				
To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school				
<b>Priorities b.</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Success Criteria</b>
Improve the lighting in classrooms, corridors and other areas students may enter.	Ensure all bulbs and lighting tubes are fully functional at all times. Continue maintenance and management of all lighting systems.	Ensure all students work spaces have adequate lightning facilities.	Immediately to Summer 2016.	All areas are sufficiently lit to enable all students to access and follow the curriculum.
<b>Long Term</b>				
Enable students who are wheelchair users access around the school site.	Buy a ram to allow access to all areas of the school.	Make all buildings accessible for wheelchair users Short term, arrange for site team to position and later remove ramps available for wheelchair access.	By Summer 2015 / 16.	Access to all areas.

## **Annex A**

### **Identifying Barriers to Access: A Checklist**

**This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.**

#### **Section I: How does your school deliver the curriculum?**

##### **Questions Yes/No**

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?

Are your classrooms optimally organised for disabled pupils?

Do lessons provide opportunities for all pupils to achieve?

Are lessons responsive to pupil diversity?

Do lessons involve work to be done by individuals, pairs, groups and the whole class?

Are all pupils encouraged to take part in music, drama and physical activities?

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?

Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?

Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?

Do you provide access to computer technology appropriate for students with disabilities?

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?

Are there high expectations of all pupils?

Do staff seek to remove all barriers to learning and participation?



## **Section 2:**

### **Is your school designed to meet the needs of all pupils?**

#### **Question Yes/No**

Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?

Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?

Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?

Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

Are areas to which pupils should have access well lit?

Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?

Is furniture and equipment selected, adjusted and located appropriately?

## **Section 3:**

### **How does your school deliver materials in other formats?**

#### **Question**

#### **Yes No**

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Do you have the facilities such as ICT to produce written information in different formats?

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Signed by the Management Committee \_\_\_\_\_

Signed by the Headteacher \_\_\_\_\_

