

Accessibility Plan

2019 – 2022

Approved By:	Finance Committee
Status:	Draft
Date Approved:	
Next Review Date:	January 2022

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.
- ensuring that the rights of pupils with disabilities are upheld
- supporting the aims and aspirations of pupils with a disability
- creating a positive attitude towards disability and challenge negative perceptions
- developing a culture of awareness, acceptance and inclusion
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Principles

Compliance with the Equality Act is consistent with our setting's aims and Equal Opportunities Policy and SEN Information Report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors have regard to the Equality Act 2010

Our setting

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Financial Planning and control

The Headteacher, Senior Leadership Team (SLT) and the Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Implementation and Review

This plan sets out how School will

1. Increase pupils access and participation in the curriculum
2. Improve and maintain access to the physical environment to enable our pupils to take better advantage of education and school facilities
3. Improve the delivery of accessible information to pupils and their families

1. Curriculum

Increase pupils access and participation in the curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. At Strathmore every pupil has their own personalised learning programme. This is tailored to meet the individual needs of each pupil, recognising their strengths and interests, as well as identifying personal outcomes. We provide a wide range of learning activities and experiences, appropriate to the age and ability of the pupils, whilst ensuring they develop their independence and become active contributors to their communities. Our school offers a differentiated curriculum with resources such as PECs and Makaton so all pupils have access to learning. Curriculum progress is tracked for all pupils and appropriate targets are set to ensure they are achievable.

	Objective	Action to be taken	Responsible person	Timescale	Outcome/impact
1.1	To review curriculum to ensure continues to meet needs of all pupils.	Curriculum Review throughout year as part of School	Senior Leadership Team		
1.2	Review structure and detail of curriculum so that it guides teachers as to the body of knowledge and skills that pupils should learn	development with input from School Improvement Partner & School Effectiveness			

2. Physical Environment

Improve and maintain access to the physical environment to enable our pupils to take better advantage of education and school facilities

This includes improvements to the physical environment of the school and physical aids to access education We are located over three purpose built facilities. Each site is multi story with lift access to all floors. All buildings are wheelchair friendly, with flat surfaces and widened corridors and door ways. Disabled parking is available on all sites and access to disabled toilets and changing facilities. Hoist tracking systems in all learning spaces and a mobile hoist for outside use. Close work with OT and Physiotherapists to ensure pupils have specialist equipment. OT review and guidance on lunch hall tables and chairs /adapted cutlery.

	Objective	Action to be taken	Responsible person	Timescale	Outcome/impact
2.1	Monitor pupils' independent access to all areas of the different buildings.	Individual monitoring checks	Head of School (HoS), Physio, OT, Admin (regarding access protocols fobs etc)		
2.2	Ensure emergency evacuations procedures are up to date and all staff relevant staff have received the relevant training (e.g. Evac-Chairs)	Check legislation and compliance with input from Health & Safety. Produce action plan including identifying relevant training.	Premises Manager, SBM, HoS		

2.3	Monitor disabled parking	Ensure bays are not obstructed and that bays are kept free for disabled users	Admin and Premises Manager		
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3. Information

Improve the delivery of accessible information to pupils and their families

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame. Handouts for Strathmore pupils includes symbols and is delivered in a sensory approach. Advice from Sensory Consortium re: specific HI / VI needs. EHCP outcomes and provision specified in plans and adhered to in all learning activities. Multi-professional team are consulted if further advice required.

Our School uses methods of communication to ensure our pupils have access to learning, such as

- Picture Exchange Communication (PECs)
- Makaton
- Adapted keyboards
- Induction loops
- Switches
- Help to Learn
- Objects of reference
- Communicate in Print

	Objective	Action to be taken	Responsible person	Timescale	Outcome/impact
3.1	Ensure all relevant staff have received the necessary training e.g. PECS Level 1	Joint pupil outcome moderation/planning meetings plus audit of training received.	Senior Leadership Team in collaboration with Therapists		
3.2	Liaise with Speech & Language Therapy(SaLT) regarding CPD required for Guided Language Displays and any specialist software/ SaLT programmes				