

## Accessibility Plan

At Christleton International Studio our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This plan covers the temporary accommodation from September 2017.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Christleton International Studio is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Christleton International Studio Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and



information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Christleton International Studio Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the local governing body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Principal**
- **SENco**
- **Trust Business Manager**
- **Site Manager**



A plan of the temporary showing areas of accessibility is shown below





Objectives	Actions	Responsibility	Resources and deadlines
The school is aware of the needs of vulnerable groups	<ul style="list-style-type: none"> <li>• Ensure list of children in vulnerable groups is updated termly and shared with key members of staff.</li> <li>• To produce access plans for individual children who have Individual Healthcare Plans for any medical needs.</li> </ul>	<b>KR / DG</b>	Ongoing and reviewed annually
Improvements in access to the curriculum	<ul style="list-style-type: none"> <li>• Review access arrangements for parents, governors. Review of equipment, resources, hardware and software</li> <li>• Review of curriculum outcomes/course requirements in light of new curriculum</li> <li>• Individual learning pathways identified where appropriate.</li> </ul>	<b>KB / AL</b>	Ongoing and reviewed annually
Ensure access to the teaching facilities for everyone	<ul style="list-style-type: none"> <li>• Ensure wheelchair access with ramp to main door. The school is all on one level.</li> </ul>	<b>KR / PH</b>	Ongoing.
Improve signage and external access for visually impaired	<ul style="list-style-type: none"> <li>• Ensure and maintain external lighting is working effectively</li> <li>• Ensure external lighting is coming on at appropriate times</li> <li>• Yellow strips mark edging of external stairs and corners of raised walkways</li> </ul>	<b>PH</b>	On-going: repainting as required but at least bi - annually
Ensure all vulnerable pupils can be safely evacuated	<ul style="list-style-type: none"> <li>• Emergency Evacuation plan in place – fire routes are suitable for all pupils</li> <li>• All staff are aware of children who may have difficulty and therefore require support when evacuating the building</li> <li>• PEEP plans in place for children with specific physical difficulties and where deemed necessary to specific children</li> <li>• Evacuation drill occurs termly and timings reported to local governing body</li> </ul>	<b>KR / All staff</b>	On-going: reviewed as part of individual care plan process



Develop staff practice in differentiating the curriculum	<p>Audit needs</p> <ul style="list-style-type: none"> <li>• Staff have access to CPD i.e. dyslexia friendly schools, Speech and Language Support, ASD support</li> </ul>	<b>KB</b>	On-going
All school trips & visits need to be accessible for all	<p>Trips policy to be followed</p> <ul style="list-style-type: none"> <li>• New venues are appropriately vetted</li> <li>• Parents will be asked to support if additional support is required</li> </ul>	<b>SS</b>	On-going Will be reviewed on an individual basis depending upon the venue, activities involved and staffing capacity
Curriculum to include disability issues	<p>Review curriculum and identify gaps</p> <ul style="list-style-type: none"> <li>• Curriculum developed to plug gaps</li> <li>• Check in circles to incorporate disability as part of the planed themes</li> </ul>	<b>KB</b>	On-going reviewed as part of curriculum audits Pastoral Team who plan circle time themes
Classrooms are organised to allow access and use by disabled pupils	<p>Plan classrooms in accordance to pupil need</p> <ul style="list-style-type: none"> <li>• Organise resources within classroom to reflect pupil need</li> <li>• Use of visual timetables, emotional thermometers and other strategies</li> <li>• Homework information available as information sheets in alternative formats when requested</li> <li>• Use of large print for VI pupils</li> <li>• Minimise 'traffic' areas around children with specific needs</li> <li>• Ensure furniture meets the needs of the chid e.g. height of chairs / tables</li> <li>• Ensure resources meet the needs of the child e.g. pencil grips, scissors</li> <li>• Ensure if children require it, then they have easier access to toilets</li> </ul>	<b>ALL</b>	On-going will be incorporated in Individual Learning Profiles. Strategies identified as a result of work with other professionals
Risk assessments are undertaken for children with medical	<p>Risk assessments are undertaken for the areas that the children with medical and/or physical difficulties with</p>	<b>DG</b>	Ongoing after initial risk assessment is carried out.



and /or physical disabilities	questions posed such as: What are the main difficulties and how might the child be affected by them? What safety measures / improvements can be made to reduce risks to an acceptable level? What steps will be taken in an emergency?		
There is appropriate ICT for pupils with disabilities	Prioritise purchasing • Key covers in yellow on selected computers for VI pupils	<b>AL</b>	On-going reviewed on an individual basis

Signed:

Date: 11<sup>th</sup> May 2017

Kate Ryan

Dr Neil Jones

Principal

Chair, Board of Advisors