



Accessibility Plan

2018/21

Date of Policy	September 2018
Date of Next Review	September 2021
Staff Responsible	Claire George, Executive Head of Service Erica Brown & Tracey Hopkins SEND
School/Governor Policy	School

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation.”

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

- a) She or he 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.

The Governing Committee is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Peterborough Pupil Referral Service (PRS) is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. PRS will also remove or minimise any potential barriers to learning allowing all pupils to achieve and participate fully in the centres activities.

PRS will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

When pupils enter the centres with specific disabilities, the SENCO will contact any external agencies involved for support and guidance. Medical needs are identified at the admissions meeting and a record is kept on ScholarPack. The relevant staff are informed by the member of the leadership team who conducted the admissions meeting. The use of medication including inhalers and food intolerances are identified at this stage.

There are a number of First Aiders at each centre. All medication is stored securely at each centre. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Medication is administered at the discretion of the Lead Manager at each centre.

The Physical Environment

The Accessibility Plan includes measures to improve access to the physical environment across our 3 centres (City, Fletton and Honeyhill) as necessary. This may involve making reasonable adjustments to the school and providing aids to assist where appropriate.

Curriculum

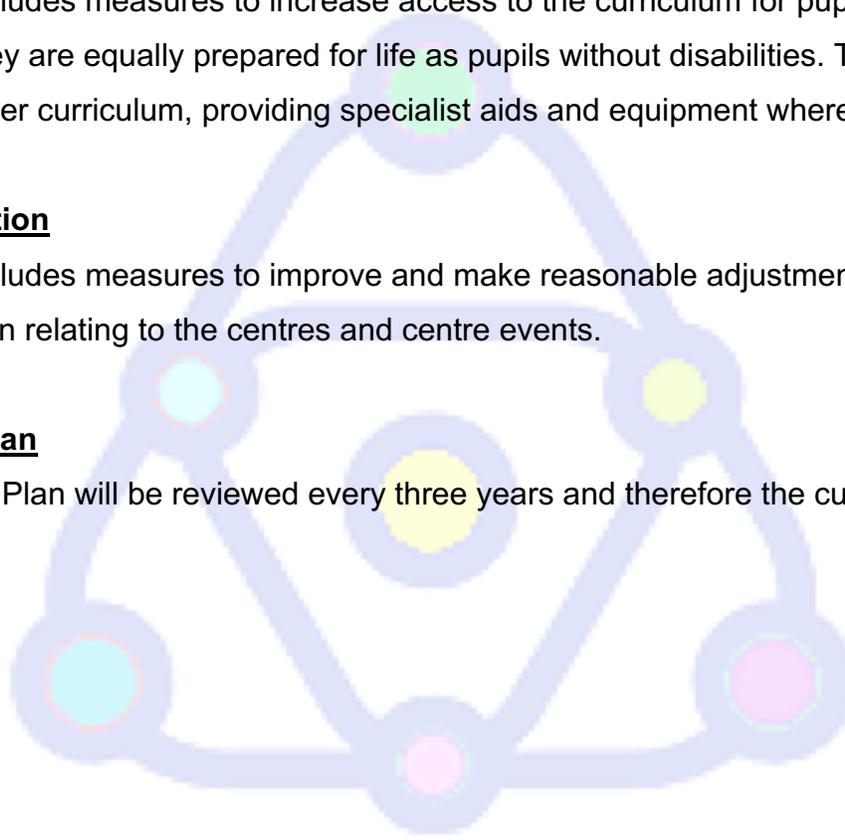
The Plan also includes measures to increase access to the curriculum for pupils with disabilities to ensure that they are equally prepared for life as pupils without disabilities. This includes access to the wider curriculum, providing specialist aids and equipment where necessary.

Written Information

The Plan also includes measures to improve and make reasonable adjustments to the delivery of written information relating to the centres and centre events.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2021



Targets	Strategies	Outcome		Timeframe
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan is annually reviewed by the Governing Committee	Clerk to the Governing Committee to add to agenda as required	Plan reviewed. Legislation adhered to	Headteacher	Annual
To insure in all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation	Headteacher	On-going as part of policy review
PHYSICAL ENVIRONMENT				
To ensure that the 3 Learning Centre's buildings and grounds are accessible for all pupils and staff and continue to provide access to the centres physical environment for all	Audit of accessibility of centres buildings and grounds by Site Manager. Suggest actions to be implemented. Audit to include internal and external steps, lighting, wheelchair access, fire door access, corridors, disabled parking, disabled toilets, changing facilities	Access to all sites will be improved	Site Manager SENCOs Headteacher	Agenda item for Governing Body once audit completed
CURRICULUM				
To continue to train all staff to enable them to meet the needs of children with a range of SEN	SENCOs to review the needs of pupils and provide training for staff as needed	Staff are able to enable all pupils to access the curriculum	Headteacher SENCOs	On-going
To monitor the quality of differentiation and provision for SEND pupils	Joint learning walks by both SENCOs; analysis of APDR cycles and their implementation	Differentiation and provision for pupils with SEND is appropriate and of quality	SENCOs Headteacher	Termly
To provide specialist	Assess the needs of the pupils in	All pupils will be able to work as	Teachers SENCOs	Review as a part of Assess,

equipment to promote participation in learning by all pupils	each class and provide equipment as needed eg. Pencil grips, ear defenders, writing slopes etc	independently as is possible		Plan, Do, Review cycle
To meet the needs of individuals during statutory tests	Special access arrangements will be applied for as necessary	Barriers to success will be reduced as far as possible enabling all pupils to succeed with testing	Phase leaders Examinations Officer	Annual
WRITTEN/ OTHER INFORMATION				
To ensure that all parents and other members of the school community can access necessary information	Written information will be provided in alternative formats as necessary	Parents with particular needs will have the same access to information as any other parent	Admin staff	As necessary
To ensure that parents who are unable to attend the centres because of a disability can access meetings	Staff to hold meetings in the home/ other convenient place/ by phone or send home written information	Parents with particular needs will be informed of meetings and their child's progress	Head teacher Teachers	As necessary