

Accessibility Policy and Plan 2019 - 2021

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan annually over the prescribed period (normally three years).

Introduction

- Nishkam school 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Nishkam School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
- An Accessibility Plan will be drawn up to cover a prescribed period (at minimum every three years). The action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs in the target areas
- We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Aims & Objectives

The school will actively seek to improve access to services in the ways set out below and will sets out the steps the school will take to achieve this within the action plan:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to 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 time frame.

Developing the action plan

In developing the accessibility plan the school will gather the relevant information, complete an accessibility audit, involve stakeholders and review the outcomes of previous plans:

1. Information gathering

In meeting the duty to collect and publish equalities information the school will consider the following in order to formulate a meaningful access plan:

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities
- Pupils already in school and moving through it
- The nature of the future intake (advance information from nursery or primary school)

2. Accessibility Audit

Nishkam school will audit their strengths and weaknesses in working with disabled pupils. Items may include:

- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school e.g. patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
- The impact on disabled pupils of the way the school is organised e.g. school policies and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.
- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extra-curricular activities

3. Involving pupils, families and agencies The plan will be informed

by:

- The views and aspirations of disabled pupils themselves
- The views and aspirations of the families of disabled pupils
- The views and aspirations of voluntary organisations and/or agencies working with disabled people

4. Review of the Action Plan

The Action Plan for physical accessibility relates to the Accessibility Audit of the School, which is undertaken by the Health & Safety and Safeguarding committee as a minimum annually. Where it may not be feasible to undertake some of the works during the life of this first Accessibility Plan some items will roll forward into subsequent plans. The audit will to be revisited prior to the end of each prescribed period in order to inform the development of the new plan for the following period.

Accessibility Plan (2019-2021):

a. Improving physical access; b. Improving curriculum access; c. Improving delivery of written information

Improving the Physical Access

The annual Access Audit was carried after our termly Health & Safety and Safeguarding committee. Any recommendations will be added to plan termly as needed.

Item	Description	Activity	Timescale	Cost and review
A1	Signage	Improve environment for visually-impaired. To place yellow strips for stairs threads to highlight end of step.	Summer 20	£300 Review was carried out to assess stairs – strips were not required due to the current visibility of the step ridges.
A2	Evac chair	Increase number of trained staff to use evac chair.	Spring 20	£200 Training has been arranged for the autumn term 2020.
B1	Knowledge organisers	To support pupils who can not access some new areas of the curriculum . i.e Vocabulary, better understanding of subjects. Starting with science.	Summer 20	£400 These have been implemented

				for all children in Science and now and being embedded in other subject areas.
C 1	Access to all written information to stakeholders. (font Size)	To ensure all written information (policies, news letters , reports etc) Are available in larger font for visually impaired.	Summer Ongoing for all trust doc too.	£200 Ongoing
C2	Access to all written information to stakeholders. (language)	To ensure all written information (policies, news letters , reports etc) Are available in different languages(community languages) as requested.	Summer ongoing	£400 Ongoing

Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	SENCO	Autumn Term 2018	Increase in access to the curriculum
Audit of pupil needs and staff training to meet those needs.	Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	SENCO	Until July 2018	Increase in access to all school activities for all disabled pupils
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Parent liaison officer	Sept and Feb (2x a year)	Increase in access to all school activities for all disabled pupils

Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Class teacher and head teacher	Autumn term	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	SENCO and Head teacher	Autumn term 2017	Community will benefit by a more inclusive school and social environment

Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	RESPONSIBILITY	TIME FRAME	ACHIEVEMENT
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Parent Liaison Officer	When required	Delivery of information to disabled pupils improved

Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Parent Liaison Officer	When required	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All school information available for all who request it	SENCO	When requested	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	SENCO and Headteacher	Autumn term	School is more effective in meeting the needs of pupils.