**NAME School**

**Accessibility Strategy Action Plan**

##### **Vision**

XXX School, setting, college promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school’s accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties:

* not to treat disabled pupils less favourably for a reason related to their disability
* to make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

* ensuring that the rights of pupils with disabilities are upheld
* supporting the aims and aspirations of pupils with a disability
* improving access to information, curriculum and the environment
* creating a positive attitude towards disability and challenge negative perceptions
* developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

[www.gov.uk/definition-of-disability-under-equality-act-2010](http://www.gov.uk/definition-of-disability-under-equality-act-2010)

##### **Consultation, implementation and review**

The accessibility action plan has been produced by Name School in consultation with parents, young people and children, specialist advisors. The action plan sets out how we plan to:

* increase the extent to which disabled pupils can participate in the curriculum
* improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
* improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

**People who have contributed to this plan**

|  |  |
| --- | --- |
| **Name** | **Role** |
|  | Headteacher |
|  | Parent |
|  | SEND governor |
|  | SENCO |
|  | Representatives of pupils who experience SEND |
|  |  |

**1. Environment**

**Improvements to the physical environment**

This covers improvements to the physical environment of the school including the playground, sports areas, and shared areas such as canteens or libraries and toilets

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **Action** | **Responsible person** | **Timescale** | **Outcome/impact** |
| **1.1** |  |  |  |  |  |
| **1.2**  |  |  |  |  |  |
| **1.3** |  |  |  |  |  |
| **1.4**  |  |  |  |  |  |

**2. Curriculum**

**Increasing access to the curriculum**

This covers curriculum content, differentiation, 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **Action** | **Responsible person** | **Timescale** | **Outcome/impact** |
| **2.1** |  |  |  |  |  |
| **2.2** |  |  |  |  |  |
| **2.3** |  |  |  |  |  |

**3. Information**

**Ensuring the availability of information to disabled pupils and their families**

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and
the local authority.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Priority** | **Action** | **Responsible person** | **Timescale** | **Outcome/impact** |
| **3.1** |  |  |  |  |  |
| **3.2** |  |  |  |  |  |
| **3.3** |  |  |  |  |  |

This plan will be reviewed and its impact evaluated….how, when?