Accessibility Plan

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 and Management are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.

Aims and Objectives

Nazene Danielle School of Performing Arts Accessibility Plan shows how access is to be improved for 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:

- Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements in the delivery of written communications.

- Increase the extent to which pupils with disabilities can participate in the curriculum.

- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.

- Improve the availability of accessible information to pupils with disabilities.

Training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Health & Safety Policy

And other relevant policies Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

The Accessibility Plan will be published on the school website.

The Accessibility Audit

1. The governing board will undertake a regular Accessibility Audit.
2. The audit will cover the following three areas:
- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

-Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired

- Visual disabilities – this includes those with visual impairments and sensitivities

- Auditory disabilities – this includes those with hearing impairments and sensitivities

- Comprehension – this includes hidden disabilities, such as autism and dyslexia

4. The findings from the audit will be used to identify low, medium, high priority actions to address specific gaps and improve access.
5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

6. The actions that will be undertaken are detailed in the following sections of this document.

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.

Ref	Question	Recommendation	Time Scale	Priority	Cost	Date Complete	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	Staff
2	Wheelchair access to main school building	Removable Ramp	Before reopening of building	High	Medium		Staff
3	Disabled parking	Parking spaces Infront of building allow disabled parking. Can apply paint to floor	Before reopening of building	High	Low		Staff
4	Disabled Toilet	In Place, by main reception door	-	-	Low cost to maintain	Complete	Staff
5	Changing facilities	Space appropriate in disabled toilet	-	-	Low cost to maintain	Complete	Staff
6	Fire Exits	Fire exits in each classroom. Two in main space (communal area and reception) and all on ground floor.	-	-	None	Ongoing	Staff

		Ensure no obstructions in place.					
7	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils, if necessary.	Once admissions process started and ongoing.	High	One-to-one staff costs		Staff, SLT, Individual Teachers
8	Interventions	SEND for Inclusion to apply interventions and monitor their success/impact and progress.	Once admissions process started and ongoing.	High	Resources, (inc. extra staff and specialist equipment) costs of identified areas to develop		Staff, SLT, Individual Teachers
9	Classrooms are organised to promote the participation and independence of all pupils	Versatile classroom spaces, multi-function. Correct furniture to suit all ages, genders and abilities/disabilities. Outer entrances on each class room for more rapid disables access. Ensure that lessons are planned to meet the needs of all pupils in the class.	Once admissions process started and ongoing.	High	Possible resource implications where gaps are identified		Staff, SLT, Teachers
10	Staff training in supporting pupils with SEND –	Staff training to teaching staff regarding SEND and	Once admissions process started and ongoing.	High	Specialist training staff,		Staff, SLT, Teachers

	focus on key areas of need within the school: Dyslexia, Dyspraxia, Autism, ADHD.	process, systems and procedures in place.			specialist and resources.		
11	Availability of written material in alternative formats when specifically requested	Training to be completed in this area. Identify gaps in knowledge and seek external advice where necessary.	Once school admissions process starts and ongoing.	High	Release time if needed. External specialist costs	Ongoing	Staff, SLT
12	Review documentation on website to check accessibility for parents with English as an Additional Language						
13	Access to the curriculum	Schemes of work and curriculum plans are available to parents, governors, external bodies on request. This can either be sent electronically via a secure system or be viewed via hard copy in school office.	Immediately	Medium	None	Ongoing	Administrative Staff

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