

CRAVEN PRS



ACCESSIBILITY PLAN 2013

Drafted	Ratified by Management Committee	Amendment Made	Review Date
	Mar 2010	New Policy	Mar 12
			Mar 13
			Mar 15

	Print name	Signature	Date
Head Teacher			
On behalf of Management Committee			

CRAVEN PUPIL REFERRAL SERVICE



ACCESSIBILITY PLAN

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Our Commitment

This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from September 2013–July 2016

We are committed to providing a fully 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.

Craven Pupil Referral Service plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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 the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Professional Development

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Other Relevant Policies

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

Access Audit

The Action Plan for accessibility relates to the **Access Audit** of the School, which is undertaken regularly by the School and the Local Authority. This audit considers the following three areas:

- Physical Access
- Curriculum Access
- Delivery of Written Information

It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

Attached is a set of action plans showing how the school will address the priorities identified from the recent audit.

New plans will be drawn up every three years.

CRAVEN PUPIL REFERRAL SERVICE



ACCESSIBILITY AUDIT

Self-Audit – Accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	X		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		X	
Are your classrooms optimally organised for disabled pupils?		X	
Do lessons provide opportunities for all pupils to achieve?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	X		
Are all pupils encouraged to take part in music, drama and physical activities?	X		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X		
Do you provide access to computer technology appropriate for students with disabilities?		X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X		
Are there high expectations of all pupils?	X		
Do staff seek to remove all barriers to learning and participation?	X		
Physical surroundings:	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	X		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			X
Could any of the décor or signage be considered to be			X

confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			
Are areas to which pupils should have access well lit?	X		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		X	
Is furniture and equipment selected, adjusted and located appropriately?	X		
Access to the written word	Yes	Some	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		X	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	X		
Do you have the facilities such as ICT to produce written information in different formats?		X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		X	

APPENDIX 2

Craven Pupil Referral Service Accessibility Plan 2012-2015

Improving the Physical Access at Craven Pupil Referral Service

An Access Audit was carried out by D Hannah & A Morley (06/09/10) and a number of recommendations made:

P/C/W	Item	Activity	Timescale	£Cost
P	Pathways of travel around the school site and parking arrangements need to be safe with logical routes that are well signed.	Erect signs to detail the route that children with physical disabilities need to take.	By Sept 2014	£100
P	Emergency and evacuation systems to be set up to inform ALL pupils, including pupils with SEN and disabilities; which include alarms with both visual and auditory components.	Ensure that all emergency evacuation procedures include plans for people with access/SEN difficulties. Seek quotes for our fire alarm system to include visual warnings.	By January 2014	Nil
P	Non-visual guides to assist people using buildings and equipment to be introduced.	Seek advice and incorporate non-visual guides for visually impaired users.	By March 2014	£50
P	Steps to reduce background noise for hearing-impaired pupils.	Seek staff training course to highlight the difficulties faced by young people with hearing difficulties.	By May 2014	Nil
C	Teachers and teaching assistants need the necessary training to teach and support disabled pupils.	Appoint specific staff for training and ensure information is cascaded in whole-school INSET.	By Sept 2014	£400
C	Classrooms need to be optimally organised for disabled pupils.	Seek consultant advice and follow recommendations.	By Sept 2014	Nil
C	Access to computer technology must be appropriate for students with disabilities.	Seek consultant advice and follow recommendations.	By Sept 2014	Nil
W	Information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information to be introduced.	Seek consultant advice and follow recommendations.	By Sept 2015	£200
W	Ensure that staff are familiar with technology and practices developed to assist people with disabilities.	Seek consultant advice and follow recommendations.	By Sept 2014	Nil

Craven Pupil Referral Service Accessibility Plan 2012-2015
Improving the Curriculum Access at Craven Pupil Referral Service

Target	Strategy	Outcome	Timeframe	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	By Sept 2014	Increase in access to the National Curriculum
Computer technology must be appropriate for students with disabilities.	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	By Sept 2014	Increase in access to all school activities for all disabled pupils
Classrooms are optimally 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	By Sept 2015	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	By Sept 2015	Society will benefit by a more inclusive school and social environment

Craven Pupil Referral Service Accessibility Plan 2013-2016
Improving the Delivery of Written Information at Craven Pupil Referral Service

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Sept 2014	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Sept 2014	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 from LA on alternative formats and use of IT software to produce customized materials.	All school information available for all	Sept 2014	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	Sept 2014	School is more effective in meeting the needs of pupils.