



Arbour Vale School Specialist Sports College

Accessibility Plan

November 2017

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Arbour Vale School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As a full special educational needs school we strive to ensure that all of our pupils have access to learning that is suitably challenging, valuable and meets each pupil's individual needs. We tailor all areas of the curriculum to allow for and overcome communication, behavioural and sensory differences as well as physical impairments that can impact learning.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>All schools are required to offer a differentiated curriculum for any pupils with a disability or impairment however due to all of our pupils having a statement or EHC plan, Arbour Vale specialises in tailored approaches to delivery.</p> <p>Resources are used creatively and sympathetically to support individualised learning but often bespoke resources are will be developed by staff to meet the extremely varied range of needs that require to be catered for amongst our cohort of pupils.</p> <p>While it is difficult to match pupils progress with main stream data, we monitor curriculum progress individually using pupil specific baseline information and look for nonlinear progress markers outside of the norm; for example a non-verbal pupil's literacy could</p>					

	<p>be improved by cataloguing an increase in sounds expressed or visible increase in successful picture communication exchanges.</p> <p>Targets are set with the aim of challenging our pupils while remaining achievable and adding value to their future. Setting appropriate targets is a key area for our individualised curriculum.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>Arbour Vale is a building specifically designed for pupils with special educational needs including physical disabilities. The main layout and building plan allows ease of access for all pupils and visitors regardless of physical requirements and we monitor this with our FM provider, updating facilities as further needs are ascertained.</p> <p>This design includes:</p> <ul style="list-style-type: none"> • Lifts to the first floor • Increased corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 					

<p>Improve the delivery of information to pupils with a disability</p>	<p>As a specialist provision for pupils with SEN statement or EHC plans we have highly trained staff leading the improvement of communication for all pupils and supporting the ethos of delivering all education and care in a communication platform that each pupil can use. Each class has training and resources specific to each pupil and access to further support from therapeutic partners.</p> <p>Communication methods and supports available include:</p> <ul style="list-style-type: none"> • Makaton Signing • Large print resources • PECS • Pictorial or symbolic representations • Eye Gaze Technology • TaSSeLs 					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Accessibility policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				