

Maidstone and Malling Alternative Provision Accessibility Policy

Policy reviewed October 2014

Policy to be reviewed every three years

Policy adopted by the Management Committee:

Introduction

This plan is drawn up in accordance with the planning duty in The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools:' planning to increase access to schools for disabled students issued by the DCFS in July 2002.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA). "A person has a disability 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 carry out normal day to day activities.

Key Objectives:

To reduce and, where possible, eliminate barriers to accessing the curriculum and to have full participation in MMAP community for pupils and prospective pupils with a disability.

Principles:

Compliance with the DDA is consistent with our Disability Equality Scheme and SEN policy. MMAP recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in their admissions, exclusions and provisions of education or associated services.
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage.
- To publish an accessibility plan.

MMAP recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents and child's right to confidentiality.

MMAP provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2000 framework, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Improve Access

It is our intention to remove, as far as possible, these barriers which make it difficult for any individuals who has difficulties within the following broad categories of need, if it gets in the way of school life:

- Physical access to the learning environment.
- Access to published information/ lessons/learning/school.
- Access to the curriculum.

Difficulties:

The range of difficulties which may need addressing are various and are likely to change according to the cohort of pupils and their identified difficulties, but they could be broadly grasped as:

- Sensory impairment, speech, hearing or eyesight
- Physical difficulties, co-ordination, manual dexterity, ability to lift or move everyday objects.
- Medical needs, continence, managing medication.
- Cognitive and learning needs, memory or ability to learn, concentrate or understand.
- Communication difficulties, including Autistic Spectrum Disorder.
- Social and emotional needs.
- Perceived risk or physical danger.

Strategy

This leads us to develop the accessibility plan which is a strategy for:

- Increasing the extent to which disabled students can participate in the school's curriculum.
- Improving the physical environment of MMAP to increase to increase the extent that disabled pupils can take advantage of education and associated services offered by MMAP.
- Improving the delivery of information which is already provided in writing to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of the preferred means of communications by the pupils or their parents/carers.

Action

- Continually review the environment of the school, the way we plan, prepare and teach the curriculum and try to make sure that the information that we provide for the pupils is understandable for them.
- Try to provide an atmosphere where all pupils feel safe and valued.
- Achieve this by promoting understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- Examine those parts of our active and extra curricular activities which may have limited access for pupils with a disability and seen it as it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Activity

A) Education and related activities

MMAP will continue to seek and follow the advice of LA Services, such as specialist teacher advisers.

B) Physical Environment

MMAP will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. (See action plan for full details.)

C) Provision of Information

MMAP will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or suggested.

Accessibility Plan 2014 - 2017

In order to draw up this plan, the following were undertaken:

- 1) An audit of the accessibility of the building. This identified and prioritised access issues around the physical environment. It also suggests strategies for achieving these targets that can be reflected in this plan.
- 2) Development of staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality. This policy and the disability equality scheme policy will be shared with all staff and discussed at staff meetings to develop staff awareness.
- 3) MMAP is aware of the access needs of disabled children, staff and parents/ carers. We begun by ensuring the information needs of any existing disabled pupils are being met. We must consider what it would need to respond to the needs of future disabled pupils. We must also consider the access needs of staff and parents/carers.
- 4) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

Equal Opportunities Policy
Health & Safety Policy
Single Equality Statement
School Prospectus
School Improvement Plan
Special Educational Needs Policy

This plan has been reviewed in October 2014

Approved _____

Date _____ 6

Improving Access to the Physical Environment

Targets	Actions	Timescale	Responsibility	Current Situation	Current Timescale	Outcomes
School is aware of access needs of anyone with a disability	Create access plans for any individual disabled children / or consider plans for future intake of disabled pupils.	Ongoing	SMT	2 storey building with stairs to the top floor. Only 2 classrooms on the ground floor		
School staff are better aware of access issues.	Provide information through this policy and disability equality policy.	By October 2014	SMT			Raised confidence of staff to meet any demands.
All building work must consider the Access Resource Pack for guidance.	BW to ensure the accessibility guidance is shared and discussed with relevant personnel and contractors.	Ongoing	SMT	Continuing to be put in effect. All new work and maintenance follows the accessibility guidance.		On-going improvements in access to all areas when undertaking routine and maintenance work.
Improve external access for any visually impaired people.	Paint white stripes on edges of all external steps.	Ongoing	SMT			Visually impaired people feel safe on the grounds in the school.
Ensure all staff are informed of any disabled pupils.		Ongoing		Pen Pictures on pupils are given to all staff		
Install access control buzzer at appropriate height at entrance.	Seek quote	By January 2014				Front entrance access control units accessible

Targets	Actions	Timescale	Responsibility	Current Situation	Current Timescale	Outcomes
Check and ensure that any disabled pupils/parents/carers can be safely evacuated.	Put in place Personal Emergency Evacuation Plans. Develop a system to ensure all staff are aware of their responsibilities.					All staff and pupils confident in evacuation procedures.
Install disabled car parking bays outside the building	Seek Quote	By Jan 2014				New disabled bay installed.
Uneven path around building	Seek quotes to have level pathway.	Ongoing				Level Pathway
All step nosings need painting white/ yellow.	Seek costing	Ongoing				All steps have clear markings on nosings.
Induction loops fitted	Seek costing	Ongoing				All buildings with home induction loops at reception area.
Have different type of seating / Surface height throughout all classrooms.	Seek costing	Ongoing				Different types of seating in all classrooms and surface height. Different types of seating in reception.
Convert toilet for disabled use				All Toilets converted on ground floor		
Clear pictogram signage for disabled toilet	Purchase sign	By Nov 2014	SMC	Completed		Easy Access to toilet
Install disability access	Seek costing			Portable ramp purchased		
Clear access routes	Staff to be informed that clear access routes around the classroom are required.			Ongoing	Ongoing	Clear access routes around all rooms.

Targets	Actions	Timescale	Responsibility	Current Situation	Current Timescale	Outcomes
All signage memos, bulletins to be in upper and lower case.	Inform all staff			Ongoing	Ongoing	Clear Reading test
Clear contrast between furniture and walls.	Investigate colour and tonal contrast.					Excellent colour and tonal contrast throughout.

Improving Access to the Curriculum

Targets	Actions	Timescale	Responsibility	Current Position	Current Timescale	Outcomes
Ensure all staff are aware of any disabled children's curriculum access.	Set up system of individual access plans for any disabled children.	Ongoing as pupils are referred				All staff aware of individual pupil's access needs.
Ensure all staff are aware of and able to use SEN resources / software.	Audit all SEN resources and ICT resources and make a list available to all staff training SEN issues.	Ongoing				Wider use of SEN resources.
Ensure all school trips are accessible to all.	Complete new off site visits policy.	Ongoing				All children in school able to participate in trips.
Review PE Curriculum to ensure we could make PE accessible to all.	Gather information and review PE curriculum.	Ongoing				All children able to access PE
Review all curriculum areas to include disability issues.	Develop PSHE and citizenship curriculum to address disability equality issues.	Ongoing				Gradual introduction of disability issues into all curriculum areas.
Develop links with local special school -	Establish link meetings					Increased confidence of staff
Ensure that staff with responsibility for this policy, have accessibility and disability equality training	Investigate training and staff selection.					All staff work from a disability equality perspective.

Improving Access to Information

Targets	Actions	Timescale	Responsibility	Current Position	Current Timescale	Outcomes
Review information to parents / carers to ensure it is accessible.	A) Ask parents / carers about access needs when child is admitted to school. B) Review all letters home to check reading age / plain English. C) Possible production of news letters in alternative formats if required eg. large print or Braille.	January 2015				All parents getting information in formats that they can access e.g. large print, Braille.
Discussion of access to information in all annual reviews.	Ask parents/carers and pupils about access to information and preferred formats.	January 2015				Staff more aware
Investigate sign language for staff/ pupils	Investigate	January 2015				
Redesign school newsletters for parental carers to be accessible.	Redesign using large print and plain English.	January 2015				Parents / carers feel confident with all information sent to them.
Children become more aware of their own learning styles and access needs.	Encourage pupils to express their access needs and explore learning styles.	Ongoing				Children able to articulate their access needs and understand their own learning styles.
Review all signs in school	Gradually replace written signs including symbols	Ongoing				Everyone can undertake signage to find their way around school.

This accessibility plan should be read in conjunction with the Disability Equality Scheme. Both policies are monitored by Senior Management Team, SENCO and the Management Committee.