

Please also refer to our policy for SEND and Inclusion

Please note that as the school is a Grade 2 listed building with step staircases, narrow corridors and compromised floor space we are limited to the types of changes we can make to the structure of the building. This does not however negate the fact that we aim to be as inclusive as possible to all adults and learners and endeavour to make adjustments as is reasonably practical in order to ensure this.

### **Background**

*This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.*

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by The Pochin School.

In order to compile our original disability equality scheme and accessibility plan the first time round we consulted with a very large group of people drawn from pupils the school council, other pupils and parents. Since the PSED (Public Sector Equality Duty) came into place this document has been updated to include only the accessibility plan.

### **Definition (Equality Act 2010)**

"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"  
Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means more than minor or trivial'. Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;

- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn
- perception of risk of physical danger.

### **Statement**

The school recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors.

The school has or has had pupils who have a variety of additional needs both physically, linguistically and educationally. Provision for these pupils has been made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers and specific software and resources, writing desk wedges and chair adjustments. We have had children, parents and staff using crutches and staff with temporary disabilities. Adjustments have been made to the school environments to include these people.

The school cooperates with parents in the administration of medication to those children with permanent medical conditions, such as asthma, whose education would be severely disrupted if it was not available at either school. We are all trained in the use of the epi-pen for anaphylaxis, furthermore, the schools are willing to discuss the administration of medication to pupils who may require it from time to time.

### **Provision**

The extent to which disabled pupils can participate in the school's curriculum we consider:

- The impact the delivered curriculum has upon pupils with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support and the effective training of adults involved.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.
- Resource development
- Access for all in our monitoring and review cycle.

In improving the physical environment of the school we consider

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of ramps and lifts and improvements to doorways (where possible)
- The provision of particular furniture and equipment to improve access.

### **Strategy**

As part of the schools' disability equality scheme, the school has adopted the following approach:

- To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the schools and complete risk assessments and carry out necessary adjustments as needs arise.
- To review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. Therefore, the schools recognise the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act.

Staff are supported by SENDCO, external advisors and are helped in writing IEPs to provide reasonable adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments.

The school will ensure that all adults receive the training they require in order to fully support pupils with disabilities. The school will liaise with parents, carers, the pupils themselves and outside agencies in order to provide the best quality provision for pupils with disabilities and in making our environment as accessible to all. Whilst we acknowledge the limitations of our physical environment we will strive to remove any barriers to this accessibility as far as is possible and practical.