

Accessibility Plan 2016 - 2018

1. Purpose

“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” Equality Act 2010

1.1 The Reach Free School is fully compliant with all current legislation. The facilities provided at the school are accessible to all individuals.

2. Aims

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995).

3. Procedures

3.1 Maintenance and renewal

To ensure that the site remains accessible and that areas do not fall into disrepair, all improvements made under this Accessibility Plan will be built into the regular checks of the Facilities Provider, line managed by the Headteacher.

3.2 Individual needs

Priorities set out in this plan may change to accommodate the changing needs of individuals, as advised by the SENCo (for pupils) and line managers (for staff).

4. Planning Duties:

4.1 Planning Duty 1

So as to optimise the extent to which disabled pupils can participate in the school curriculum, we will:

1. Audit Teaching and Learning resources in the autumn term to assess the differentiated resources and planning used to support pupils
2. Provide training for all staff on differentiation of the curriculum. This includes:
 - Providing INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content, through differentiated work
 - Tasking all departments to evidence how differentiation is built into each of the schemes of learning
 - Tasking Assistant Teachers to work closely with subject teachers and Lead Teachers to ensure that all lessons are accessible to all pupils
 - Tasking teaching staff to liaise with Assistant Teachers prior to each lesson so that support is fully utilised
3. Differentiate resources. This includes:
 - Each subject area will produce a resource bank of a variety of worksheets, tasks, flash cards and strategies for differentiation appropriate to each curriculum area
 - Interactive whiteboards will be used wherever appropriate to enlarge text to make it easy for all pupils to read

- Where necessary, INSET will be provided to teachers of pupils with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
 - The SENCo will liaise with specialists, and, where necessary, invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources
 - Differentiated Physical Education activities will be provided for pupils, particularly in relation to those lessons which ordinarily take place at Merchant Taylor's School
 - In order to ensure that pupils can access all areas of the curriculum, differentiated equipment and resources will be provided, based on the needs of individual pupils
4. Ensure equal access for disabled pupils to school clubs, school visits and extra curricular activities. This includes:
- Include accessibility references in the risk assessment and planning of each trip
 - Analyse extra curricular activities to ensure inclusion of disabled pupils and pupils with disabilities
 - Identify venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils
5. Ensure that all pupils feel supported and included within the school. This includes:
- Placing them on the SEND register, and, where necessary, providing emotional support through learning mentors
 - Linking closely with external agencies to support specific needs

4.2 Planning Duty 2

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The Reach Free School site is temporary so changes that can be made to the building are limited. Enhanced physical access is facilitated by ramps, lifts, Evac-chairs and handrails where possible, however there are some areas of the site that are a less than optimum location for pupils, staff and visitors requiring full accessibility assistance. Nevertheless we will continue to improve accessibility where possible.

We have provided:

1. Entry to/Exit from School
 - Designated disabled spaces are immediately adjacent to the school building's main entrance
 - A concrete ramp is next to the steps to improve pedestrian and wheelchair access
 - The entry to the school is via motion-censored sliding doors
2. Lighting
 - This has been improved to reduce glare from whiteboards, however special lighting for those with eyesight impediments has not been provided. Advice is needed on this to find the most suitable lighting for individual specific needs.
3. Signage
 - Signage in the car parking areas using pictorial signs
4. Ramps
 - More ramps outside the main building would facilitate wheelchair access, however there is insufficient space to fit them inside the building and their provision would cause health and safety problems

- Steps on all main entrances (next to ramps) have painted chevron lines to highlight the steps
5. Decoration
 - The school is decorated throughout in light and pastel shades
 6. Lifts
 - Lifts are provided to all floors of the building
 7. Toilets
 - There are 3 disabled toilets in the school
 8. Showers and Washing
 - No provision on site beyond that of the toilets, but off site provision includes showers and washing facilities
 9. Dining Hall provision
 - Disabled dining hall users sit at the end of a row and have separate arrangements for collecting their food

The Headteacher meets annually with a Health and Safety Officer from Herts for Learning to identify any facilities required to improve the physical environment of the school.

4.3 Planning Duty 3

Improving the delivery of information to disabled pupils (and parents, guardians and carers), we will:

1. Provide written materials in alternative formats as requested
2. Include a section within the Pupil Registration Form to confirm if parents, guardians or carers require documents in large print
3. Provide School policies electronically, if required
4. Consider installing a hearing loop at reception desk for visitors with a hearing disability
5. Ensure that open evenings and similar events are accessible by all, accommodating the needs of pupils, potential pupils and parents, guardians and carers. For example, this could be through alternative access arrangements or with the support of an interpreter.

5.4 Planning Duty 4

Before pupils join The Reach Free School in Year 7, a member of staff will visit all of the feeder primary schools in order to meet all pupils, particularly those with Special Educational Needs or disabilities and their teachers. If it is felt that it would be beneficial, pupils are invited to visit and tour the school campus separately from their peers. These procedures aid the transition from primary to secondary school.

5. Action Plan

Action	Success Criteria	Lead person	Timescale	Review
If required, investigate alternative lighting for those with eyesight impediments	Clear visibility around school premises and in lessons for visually impaired.	RBO	Autumn term	Annually

If required, investigate a buzzer to be installed to alert reception of wheelchair visitors	Improved access for wheelchair users	RBO	Autumn term	Annually
If require, investigate the purchase and installation of a hearing loops	Loops available for hearing impaired persons	RBO	Autumn term	Annually
Reach Council to complete a practical audit for disabled pupils	Audit to be completed and areas identified for improvement	AJO	Summer term	Annually
Investigate the purchase of Evac chair training	More persons available to help in evacuation procedures	RBO	Autumn term	Annually

6. Curriculum Delivery

The Reach Free School's Curriculum Policy and SEND Policy make clear the approach to the delivery of the curriculum. The Reach Free School actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all pupils. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

7. Monitoring and Review

This policy will be monitored by the Headteacher and the Governing Body for The Reach Free School and will be reviewed every three years.

8. Links with other policies

Equality Scheme
 SEND Policy
 Curriculum Policy
 Teaching and Learning Policy
 Health and Safety Policy

Created: January 2013
Revised: March 2016
Ratified by the Governing Body: October 2013
Date of Last Review: March 2016
Date of Next Review: Spring 2019

Change History	Change(s) Made	Change Author
V1.0	Policy created	RBO
V1.1	Policy amended to reflect the latest access requirements	RBO
V1.2	Policy amended to reflect the latest access requirements	RBO