**SWITCHED – ON CHRISTIAN SCHOOL**

**ACCESSABILITY PLAN 2015 -2018**

**ANGLO-CONTINENTAL**

 **Introduction**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, schedule 10. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Switched On Christian School’s building is well designed to meet the needs of disabled pupils:

 Most classrooms are on the ground floor. The 2 classrooms on a 1st floor level are served by stairs.

 Use of these classrooms can be adapted to meet pupils’ needs

 All public-access rooms, including the front entrance, toilets and halls are on the ground floor, with a low step or ramps

 We have suitable disability toilets.

**Definition of Disability**

Disability is defined by the Equality Act 2010. In the Act, a person has a disability if:

 they have a physical or mental impairment

 the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

For the purposes of the Act, these words have the following meanings:

 ‘substantial' means more than minor or trivial

 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

**Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils and our adult users with a disability.

**Principles**

1. Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

2. The school recognises its duty under the Equality Act

 not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services

 not to treat disabled pupils less favourably

 to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

 to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the Equality Act.

4. The school 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

5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; setting suitable learning challenges

 responding to pupils' diverse learning needs

 overcoming potential barriers to learning and assessment for individual and groups of pupils.

**Activity**

Switched On Christian School has identified the following points for action as part of its School Development Plan, in order to achieve the key objective:

**a) Delivery of the curriculum**

 School staff will continue to receive training in making the curriculum accessible to all pupils, and will be aware of its importance. The school will seek and follow the advice of a range of outside agencies.

**b) Physical environment**

 The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

**c) Provision of information in other formats**

 The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

**Linked Policies**

This Plan will contribute to the review and revision of related school policies where and when necessary, e.g.

 Teaching & Learning

 SEN policy

 Equalities

 Curriculum policies

 Health & Safety

 Behaviour

 Admissions

**To increase access for those with a disability to the physical environment of SOCS.**

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| ACTION | SUCCESS CRITERIA | LEAD PERSON / GROUP | TIMESCALE | REVIEW |
| To ensure the needs of disabled pupils, staff, governors, parents and visitors are known. | Needs will be known so that any adjustments can be made. | SENCO | Ongoing | Termly |
| To assess needs of pupils and create care plans if required. | If required a care plan will be implemented. | SENCO & class teacher | Ongoing | Annually |
| Review toilets | Install Disabled Toilets | G Hill | December 2017 | December 2017 |

**To increase access for those with a disability, to the school curriculum**

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| ACTION | SUCCESS CRITERIA | LEAD PERSON / GROUP | TIMESCALE | REVIEW |
| Ensure that staff have training on disability issues | Staff will be confident to support all children including those with disabilities | SENCO & Headteacher | Ongoing | Termly |
| Create specific analysis of disabled pupil’s achievements and progress in whole school tracking system. | Tracking system identifies children with a disability and ensures appropriate intervention and equal access to the curriculum. | SENCO & Headteacher | Ongoing | Termly |
| Use ICT to support learning. | Correct software will be available to enable ICT to be used | Computer leader | Autumn 2015 | Termly |
| To ensure that educational visits are accessible for all children. | All children are able to access visits and provisions are put in place to enable this to happen.  | All staff | Ongoing  | Annually |
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| **To ensure equality of all interested parties in accessing information provided by SOCS.** |  |  |  |  |
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| ACTION | SUCCESS CRITERIA | LEAD PERSON / GROUP | TIMESCALE | REVIEW |
| Letters and communication of key information will continue to be made available by a telephone call when requested | Parents unable to access written print will receive up-to-date information via telephone. | All staff | ongoing | Annually |
| Parents with Dyslexia will will receive key information presented in an accessible format when requested. | Parents are kept up-to-date regarding key issues regardless of their disability | All staff | ongoing | Annually |
| All school policies will continue to be available in alternative formats on request. | Parents feel informed and report that they can access information with ease. | SENCO / all staff | ongoing | Annually  |
| To provide information in other languages for pupils who may have English as an Additional language. | All parents and children will be able to access information in their language | Class teachers when necessary | ongoing | Annually |
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Policy Agreed on : June 2017Signed Headteacher:Mrs C HillSigned Head School Advisory Board:Mr G HillReview Date: SOCS is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment. |  |  |  |
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