



# **Sheerness West Federation**



## **ACCESSIBILITY PLAN**

September 19

Review: September 22

<b>Policy Review Process</b>	
Frequency of Review	<b>3 Years</b>
Reviewed	<b>September 19</b>
Reviewed By	Nigel Cates DHT
Next Review Date	<b>September 22</b>

<b>Policy Status</b>	<b><i>Statutory</i></b>
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<b>Policy Approval</b>			
<b>Policy to be approved by:</b>		<b><i>Governing Body</i></b>	
<b>Title</b>	<b>Name</b>	<b>Signed</b>	<b>Dated</b>
Chair of Governing Body	Mr K Mackness		14/04/20
Federation Headteacher	Miss H Brewer		14/04/20
Date Policy Ratified by Governing Body / FLT			14/04/2020

Document Storage

This document is stored electronically as detailed below:

- On KLZ Sharepoint where it is accessible to all SWF Staff
- On the shared network drive, accessible to FLT members only
- On the school website(s) where applicable

A hardcopy of this document is kept in the FLT Offices at Rose Street and West Minster Primary Schools and displayed in the Staff Rooms where appropriate.

*All due regard has been given to the Equality Act 2010 when creating the terms and conditions of this policy.*

Contents  
Aims..... 4

Increasing the extent to which disabled pupils can participate in the school curriculum. .... 5

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.....6

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled..... 6

## Aims

Sheerness West Federation has a strong commitment to equal opportunities, inclusion and accessibility as described in the Federation Core Values and Aims, Equal Opportunities Policy, Curriculum Policies, Teaching and Learning Policy Special Needs Policy, Medical Policy, Behaviour and Anti-Bullying Policy, and Health and Safety Policy. As a Federation we aim to embed accessibility into everything we do: in school development, in curriculum development, in maintaining and improving the physical environments, in professional development and in all planning processes.

The Federation aims to have a Federation-wide approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils.

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the Federation and each school.
- To work closely with external agencies to gain further strategies and advice.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

**Increasing the extent to which disabled pupils can participate in the school curriculum.**

Aim	Current good Practice	Actions to be taken	Person(s)Responsible	Success Criteria.
Ensure access to the curriculum for pupils with a disability	Our schools offer a differentiated curriculum for all pupils.	Review planning termly to ensure differentiation	FLT; MLT; Class teachers; SENCOs	There is a progressive differentiated curriculum
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Check the individual plans for pupils who require support to access the curriculum.	MLT; class teachers; SENCOs	Pupils who require support can access the curriculum
	Curriculum resources include examples of people with disabilities.	Review curriculum and ensure examples are present	MLT; Class teachers	Curriculum includes examples of people with disabilities
	Targets are set effectively and are appropriate for pupils with additional needs.	Targets set in line with regard to individual needs	FLT; MLT; Class teachers; SENCOs	Targets set are appropriate and attainable for all pupils
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Review planning termly to ensure it meets needs of all pupils	FLT; MLT; Class teachers; SENCOs	Curriculum meets needs of all pupils

**Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.**

Target	Current good practice	Actions to be taken	Person(s) Responsible	Success Criteria.
Improve and maintain access to the physical environments	The environment is adapted to the needs of pupils as required.	A review of the environment is undertaken at times of entry to the school of pupils	Head Teacher Premises Manager; Federation Business Manager	All pupils who join the schools can access the sites and necessary opportunities.

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

Target	Strategies	Time-scale	Person(s) Responsible	Success Criteria.
Improve the delivery of information to pupils with a disability	Our schools use a range of communication methods to ensure information is accessible.	Ensure that all communications are available to a range of needs	FLT; Admin Team; IT Manager	All stakeholders can access the necessary communication

**N Cates Dec. 2019**

