



Ernest Cookson School

54 Bankfield Rd, Liverpool, L13 0BQ

Policy Document Title: School Accessibility Plan

Updated: September 2017

Review Date: September 2020

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Ernest Cookson School intends, over time, to increase the accessibility of our school for disabled pupils. Ernest Cookson School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Health and Safety Policy
- Behaviour Management Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Ernest Cookson School will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually.

Approved by:

Date:11.12.17.....

Review Annually

Next full policy review date:Oct 2020.....

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	ECS offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.	Training for specific staff including medical	Audit of CPD needed.	Class Teacher SENCo	Sept 2017	List of areas staff feel they would like training for.
		Use of ICT equipment	Teachers to be given opportunities to watch Outstanding practitioner use ICT in lessons.			Evidence of ICT equipment being used in lessons more effectively in termly lesson observation.

Improve and maintain access to the physical environment	Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition occurs in Sept to new classes and implement new ideas for new pupils.	Arrange a meeting to focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teacher SLT	Sept 2018	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
Improve and maintain access to the physical environment Improve the delivery of written information to pupils	Currently within both schools there is only one floor with ramps for access		School plans to improve access in new extension	SLT Governors	On going - 2019	Improved access
	Staff are aware of communication difficulties of a few of the pupils – in particular those with ASD tendencies. All staff have receive training but require specialist training from CAHMS	Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs	Use visual timetables and calendars.	SENCo Class Teacher LSA	Sept 2018	Classroom environment to have resources in place.
	Staff are welcoming and happy to invite parents and visitors into school	Improve communication at the front door	Create pamphlets which are available at the front desk to direct parents and visitors to local support networks e'g' ADHD Foundation Have a TV	SENCo Lead Practitioners	Sept 2018	Pamphlets on display TV up and working

			welcoming parents and visitors with interesting events displayed. Have school prospectus available Newsletters Available on reception			

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All on one level			
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions	All school staff	Sept 2018
Signage	Signage in school including extension clear.	Use symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room and for them to identify important rooms e.g. WC. To be designed and positioned to inform those with visual	SLT	Sept 2018

		impairment and wheelchair users.		
Fire alarms	Currently auditory alarm in place	Staff to be trained as Fire Marshalls and aware of specific stakeholder needs	Site manager SLT	On going to 2019
Doors	Reception doors open automatically – wide enough for wheelchair access		Site manager SLT	On going to 2019
Emergency escape routes	Labels well and clearly displayed throughout school.	Continue to ensure signs are maintained.	Site manager SLT	On going to 2019