

Accessibility Plan

This plan is in three parts:

- 1 – Disability and the Law
- 2 – Self-Audit for Accessibility
- 3 – Accessibility Plan

1. Disability and the Law

The Equality Act 2010 prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section, will be entitled to the protection that the Act provides.

Main elements of the definition of a disability

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she had a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities A2. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;



- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- produced by injury to the body or brain.

At Aurora Hanley School

- All students have a disability and meet more than one of the above criteria. All students have a Statement of Special Education Needs (SEN) or Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the needs of students, alongside providing support for effective learning and communication. This enables students to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the Disability Discrimination Act 2005 terms, and ensure that students' targets and needs are reviewed at least every half-term by teaching staff, in conjunction with parents, carers, clinical and therapeutic leads as part of our multi-disciplinary meetings.

2. Accessibility Plan March 2017

Targets 2017 - 2018	Strategies and Personnel Responsible	Time Frame	Review Date	Outcome
To ensure all staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas i.e. Dyslexia. Head Teacher	To be completed termly from July 17 to July 2020	To be reviewed annually with Regional Manager July 17 - 2020	For staff to have knowledge of specific disabilities raising confidence in recognising and responding to individual needs.
All staff to be aware of the needs of pupils with SEND	To create IPPs for individuals according to need. To make all staff aware of pupil needs / medical conditions.	To be completed within 3 weeks of pupil admission	To be reviewed annually (quality assurance sample) with peer SENCO	All members of staff are aware of any pupil with SEND and know how to support with them.
All staff to be aware of the needs of pupils with medical conditions	To create medical awareness and immediate procedures log for dealing with pupils becoming unwell / requiring medical attention.	Sept 17 – to be updated prior to new admissions	To be reviewed annually (quality assurance sample) with peer SENCO	All members of staff are aware of any pupil with medical condition and know how to support with them.
Access arrangements to meet individual needs will be applied for and support provided as required.	Ensure appropriate testing and reports are provided to apply for access arrangements.	Autumn Term 2017 - 2020	Autumn term following examination results 2018 - 2020	Pupils' individual needs are met with any barriers to achieving their full potential being removed.

To obtain Dyslexia Friendly Status.	To review current practices, provide up to date CPD for staff and ensure all actions and work is evidenced	Academic year 2017-18	2019	Achievement of Dyslexia Full Status
Ensure all out of school activities are planned to ensure the participation of the whole of pupils.	Review all out of school activities via risk assessments. Head Teacher	Termly planning and records 2017 - 2020	To be reviewed annually with Regional Manager 2017 -2020	All out of school activities accessible to all.
Review the classroom environment – ensure classrooms continue to be organised with ease of access to appropriate resources, including specific and specialised resources for individuals (iPad, writing slopes, individual desks).	Learning walks to review classrooms - organisation and availability of resources. Head Teacher	Autumn term 17	To be audited annually with H&S audit (by SENCO and H&S Manager) 2017-2020	Pupils to have access to high quality resources and organisational structures which enable access for all.
Availability of written materials to those with visual impairments and dyslexia.	Agreed formatting of written documents e.g. font size, colours. Provide electronic copies of key written material on the website. Head Teacher DM	Autumn term 17	To be audited annually with by SENCO 2017 - 2020	Written material is adapted and accessible by all. Staff are responsive to individual needs as they arise and make reasonable adjustments to practice as required.