

Accessibility Plan 2017-2020

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- **not to treat disabled students less favourably for a reason related to their disability**
- **to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage**
- **to plan to increase access to education for disabled students.**

This plan sets out the proposals of the Regent's Park Governing Body to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- **increasing the extent to which disabled students can participate in the school curriculum**
- **improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services**
- **improving the delivery to disabled students of information which is provided in writing for students who are not disabled.**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Equality Act 2010 defines a disability as a physical or mental impairment which has a substantial long term (i.e. has lasted or is likely to last for at least twelve months) adverse effect on a person's ability to carry out normal day to day activities.

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Target	Task	Timescale 2017-20	Who	Success criteria 2017-20
1A The purpose and direction of the school's plan: vision and values	A statement that sets out the schools': <ul style="list-style-type: none"> • Ambitions for its disabled students • Focus on removing barriers in school life • Wider commitment to equal opportunities 	Sept 17	SENCo	<ul style="list-style-type: none"> • Staff are reminded of the three key duties in the DDA • Staff are responsible for removing barriers to learning
1B Information from student data and school audit	information to be gathered: <ul style="list-style-type: none"> • Student disability information • Prior attainment • Current attainment • Attendance and exclusions • Participation in activities • Current information for disabled students • Accessibility of the school environment • Impact of whole school policies 	Ongoing but review annually	SENCo/BM	<ul style="list-style-type: none"> • detailed analysis of students outcomes by disability • lesson observations on how well disabled students are accessing the curriculum • participation in extra – curricular activities
1C Views of those consulted during the development of the plan	Gather views and aspirations of: <ul style="list-style-type: none"> • disabled staff if appropriate • disabled students 	Sept 17	SNR DHT INC MGR	<ul style="list-style-type: none"> • views are collected as part of on going monitoring of the development of the plan from Parent Forum, Student Voice & College Council

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	<ul style="list-style-type: none"> the parents of disabled students; other disabled people or voluntary organisations; the priorities of the local authority (see Disability Equality Scheme) 			
Target	Task	Timescale	Who	Success criteria
2 The main priorities				
2A Increasing the extent to which disabled students can participate in the school curriculum	Monitor: <ul style="list-style-type: none"> students accessibility of curriculum range of assessment strategies deployment of learning support access of curriculum outside the 'formal' curriculum timetabling of lessons for disabled students to more accessible classrooms if appropriate 	Jan 18	SENCO CL's INC MGR	<ul style="list-style-type: none"> lesson observations demonstrate participation in different curriculum areas reasonable adjustment to curriculum – time tabling full participation in extra curriculum activities and visits
2B Improving the physical	Audit of current physical environment to investigate	June 18	BM	<ul style="list-style-type: none"> Areas of improvement identified

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<p>environment of the school to increase the extent to which disabled students can take advantage of education and associated services:</p>	<ul style="list-style-type: none"> • improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings; • improvements to toilets, washing and changing facilities; • changes to the layout of the playground and other common areas; • the provision of ramps and lifts and improvements to doorways; • the provision of particular furniture and equipment to improve accessibility. 			<ul style="list-style-type: none"> • Plans to improve physical environment developed • Full access to all areas of school environment
<p>2C Improving the delivery to disabled students, parents and staff of information that is provided in writing for students who are not disabled</p>	<p>Include note on important school documents offering them in different formats</p> <p>Ensure that information provided in writing for disabled students is appropriate in format and level</p>	<p>Jan 18</p>	<p>BM ALL</p>	<ul style="list-style-type: none"> • All information provided is appropriate and accessible

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3 Making it happen				
3A Management, coordination and implementation	<p>The planning process:</p> <ul style="list-style-type: none"> • how the governing body takes responsibility for the school accessibility plan, sets a clear direction for it and reports on it annually; • how and when the plan will be reviewed and revised, including how anyone might contribute to that process; • a criteria for the evaluation of the plan; • the variety of evidence that will be used in the evaluation of the plan. 	Jan 18	SNR DHT BM Gov	<ul style="list-style-type: none"> • sets out clear timescales; • identifies the necessary resources, human and financial. • set clear outcomes; • built in review and dates. • allocates lead responsibilities;
3B Availability of the plan	How will the school make the plan available	Sept 17	BM	<ul style="list-style-type: none"> • Plan available in different formats

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1A: The purpose and direction of the school's plan: vision and values

Our commitment to accessibility is driven by the National Curriculum Inclusion statement which requires schools to:

- set suitable learning challenges
- respond to students' diverse needs
- overcome potential barriers to learning and assessment

At Regent's Park Community College we believe that:

- All students are of equal value and all students are entitled to a broad and balanced curriculum which is differentiated to ensure maximum progress.
- Students with disabilities are the shared responsibility of all staff.
- Staff should have appropriate knowledge and skills to work with all students, whatever their abilities, disabilities or difficulties.
- Students with disabilities should be integrated as fully as possible into the educational and social life of the school.
- Parents of students with disabilities should be involved as partners in the education of their children and students should participate in discussions related to themselves.
- Multilingual learners are only to be considered to have a learning disability if their English language needs are compounded by additional, identifiable educational needs. Lack or limited use of English is not to be equated with lack, of knowledge, skill or conceptual understanding.
- Students with disabilities are entitled to have their needs identified and assessed promptly according to the guidance in the SEN Code of Practice; their needs may be physical, cognitive or emotional and behavioural difficulties.
- Liaison and co-operation with colleagues in other schools, tertiary institutions, local authority officers and external agencies is essential for students' smooth transition between different educational phases.

Vision:

The Regent's Park Community College would ultimately like to see students with disabilities encountering no obstacles to full educational and social integration.

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Any future building plans should consider to be:

- be fully accessible for wheelchair users
- have height adjustable benches and other adapted equipment for wheelchair users if appropriate
- have specialist equipment and an environment designed for students with sensory impairments if appropriate
- have staff trained, and employed at sufficient staffing levels, to allow students with disabilities to maximise their academic, social and emotional development
- have a school ethos which fully welcomed and valued diversity in all its forms