



SAFE Accessibility Plan

Updated January 2020

At Social Arts for Education our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

Objectives

Social Arts for Education 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday

activities and respects the parent's and child's right to confidentiality.

The Social Arts for Education Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Social Arts for Education Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved

Date

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 priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Deputy Head Teacher**

Premises Accessibility Audit

(summary of main findings)

Access Report Ref.	Item	Comments/areas for improvement
B05	Improve visual and tactile information for visitors with visual impairments	Clearer identification of edging of main entrance step Tactile maps to be made available
C06	Improve wheelchair access to front door	Feasibility study - would need to find a means of blocking off top of staircase, providing a ramp to the front Glass lobby to be created, thus freeing up space for wheelchair manoeuvrability
C07.	Improve accessibility of reception to wheelchair users	
C07	Create secure internal entrance lobby with wide door	
C20	Telephone system accessible to those with hearing difficulties	Fit induction loop
D10	Escape signs	Check that all escape signs are visible to those with impaired vision

F04	People on opening side of door cannot be seen by people on the other side, whether from a seated or standing position	Replace doors with part glazed
G01	Lavatories are not suitable for disabled users	Wheelchair access is not currently possible due to building layout, however toilets need to be made suitable for ambulant disabled, eg handrails, and floors need to be checked to ensure they are non slip. A feasibility study should be conducted to see if it would be possible to convert toilets to wheelchair accessible cubicles. Would be beneficial to change the colour of either the flooring or the walls, so there is clearer distinction between the two for people with visual disabilities. An emergency call system should be fitted to the toilets
H09	Signage is lacking	Relevant signage should be improved, to take into account those with visual impairments.
I01	Hearing impairments	There is no hearing loop, one should be fitted
J02	Fire exits	Fire exits are not as accessible to wheelchair users as to all others. In the rear, a wheelchair user can evacuate via the french windows, however evacuation at the front would be difficult. A feasibility study should be undertaken to see if it is possible to change the layout and possibly widen the connecting door, in order to enable easier egress for wheelchair users.

Accessibility Plan

Compliance with the Equality Act 2010						
Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Ensure compliance with the Equality Act 2010	Internal audits and scrutiny confirm compliance	Constantly monitor legislation for any changes and implement immediately to ensure ongoing compliance	Yearly audit on 30th July	SLT	N/A	Proprietorial Body
		Ensure reasonable adjustments put in place in a timely manner for any new staff or students who require them.	As needed	SLT	TBC (depends on adjustment)	
		Should a student with a nut allergy begin the admissions process, policies and procedures need to be put in place to remove nut based contaminants from the site eg deep clean and ban of nuts, at least 2 months prior to the student joining	When relevant	SLT	TBC dependent on quotes for deep clean	
Admissions						
Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Ensure the wording of all admissions documents and policies caters for disabled people and is not discriminatory	All policies and documents take disability into account	Continue to ensure any new documents do not unintentionally cause offence. Produce translations of school documents on request	Ongoing As needed - quote to be obtained by December 2019 from translators to ensure that this can be actioned quickly if necessary	SLT	Speak to translators to ascertain cost of translating policies	Proprietorial Body

Ensure the admissions process is suitable for children with disabilities	<p>Staggered, slow , individualised transition period</p> <p>Outreach for new students and those who require reintegration</p> <p>Resources to cater for all aspects of student's need put in place prior to transition starting.</p>	Employ additional staff to work on a 1:1 basis with our most vulnerable and traumatised children	By September 2021	SLT	TBC Dependent upon hours worked.	Proprietorial Body
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Access to Premises						
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Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Access to building for all service users and staff	All current service users and staff are able to access all areas of the building easily.	<p>We have a barrier to employing a staff member in a wheelchair, or taking on a student in a wheelchair, as the only currently accessible area for wheelchair users is the rear hall, and there are no wheelchair accessible toilets.</p> <p>The building is old and multi-level, and it may not be possible to widen all the openings for wheelchair access. A feasibility study needs to be carried out to find out the extent of the adjustments it will be possible to make.</p> <p>Potential adjustments include: door widening, ramp to steps in kitchen, lift/stairlift to basement.</p> <p>If full access to the premises cannot be gained for a wheelchair user student or staff member, then adjustments must be made to</p>	<p>Disabled/staff toilet to be installed before September 2019.</p> <p>Feasibility study for disabled access works to be carried out by April 2020</p> <p>Quotes for further works done to be sought by December 2020</p> <p>Fundraising to be started by January 2020 to help towards cost of works</p>	SLT	<p>TBC - Quotes currently being sought from plumbers for toilet</p> <p>TBC - Quotes/feasibility studies currently being sought from architects</p>	Proprietorial Body

		timetables in order that students can still access a full curriculum offer and staff can still do their job				
Fire Safety	<p>All members of staff fully trained and briefed on their roles in the event of a fire.</p> <p>Fire marshals fully trained.</p> <p>All members of student body have a PEEP to list their needs in the event of an evacuation</p> <p>Evacuation roles plan details arrangements for students who need additional help in an evacuation</p>	<p>Monitor students to ensure PEEPs cover all needs.</p> <p>Refresh staff training regularly.</p> <p>Regular fire drills, ensuring all students take part.</p>	Ongoing	SLT	N/A	Proprietorial Body
Access to Curriculum						
Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Ensure all pupils' needs are met, and all can access the curriculum and succeed	<p>Regular staff training, focusing on SPELL framework</p> <p>Lesson scrutiny</p> <p>Termly care plan meetings with students and parents</p> <p>Staff are made aware of all pupils' needs and</p>	Increase therapeutic sessions - requires employing further staff	By September 2021	SLT	TBC based on type of staff and sessions necessary	Proprietorial Body

	how to support accessibility to curriculum					
Ensure all pupils have access to a balanced curriculum	<p>A balanced curriculum, so far as is practicable with our space constraints, is available.</p> <p>Staff make provision for a range of experiences for each student within each subject.</p>	<p>Interlink the curriculum further</p> <p>Expand premises</p>	<p>By September 2019</p> <p>By September 2022</p>	<p>SLT</p> <p>SLT</p>	<p>N/A</p> <p>TBC</p>	<p>Proprietary Body</p> <p>Proprietary Body</p>
Ensure appropriate differentiation in all lessons	Staff differentiate on a student by student basis, according to each individual child's needs, interests and abilities.	Continue to scrutinise differentiation to ensure it remains consistent	Ongoing	SLT	N/A	Proprietary Body
Ensure appropriate use of technology in lessons to support disability	Students with dyslexia and poor motor skills use laptops in class as standard. These can also be used for students with visual impairment or hearing difficulties.	Invest in interactive whiteboards	By September 2022	SLT	£5000	Proprietary Body
Ensure appropriate resources in place	Teaching staff continually review resources to ensure all students can access curriculum based on their needs	Continue to monitor student cohort and address any needs that arise	Ongoing	All teaching staff	N/A	Proprietary Body SLT

Ensure physical education sessions are inclusive	Physical education sessions are planned and implemented with the specific needs of our current students in mind, to ensure that as many students as possible can participate in sport	Plan for sessions that will allow a child with physical disabilities to take part, should we have a child with physical disabilities join us.	By September 2021 unless a change in the student body means this requirement is more urgent	SLT Teaching staff	N/A (no significant increase against existing PE budget)	Proprietorial Body
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Access to Examinations

Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Ensure all pupils can access examinations, regardless of any disability	<p>Have pupils assessed for access arrangements by an external assessor based on findings of need from class teachers.</p> <p>Implement access arrangements in examinations as recommended by assessors (for those which need approval) or based on evidenced need in class (for those that are centre delegated)</p>	Ensure access arrangements are put in place by the end of the first term of each year, wherever possible.	Ongoing	SENCo	Dependent on assessment required - £400 for external assessor, N/A for centre delegated	Proprietorial Body

Policies, Procedures and Other Documents

Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
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Ensure all policies and procedures are written and implemented with disability in mind	<p>All policies take disability into account</p> <p>Implementation of procedure takes disability into account - eg behaviour that is a symptom of disability is not sanctioned.</p>	<p>Monitor all current documents, and review regularly.</p> <p>Review legislation regularly to ensure compliance</p>	Ongoing	SLT	N/A	Proprietorial Body
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Trips and recreational activities						
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Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Trips and recreational activities to be planned so that the entirety of the student cohort can attend	<p>All trips are booked with current students in mind, and the suitability of the venues/journey for those students</p> <p>Arrangements are put in place to support each student on trips</p> <p>Individual risk assessments on each student are carried out</p> <p>Staff are briefed on what to do if a student is struggling on a trip</p>	Continue to find further venues that are suitable for whatever cohort we have at any one time.	Ongoing	SLT	N/A	Proprietorial Body

Access to written information						
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Item	What we already do	What we need to do for the future	Timescale	Responsibility	Cost	Monitored by
Ensure all pupils and their parents	Provide large print documents where	Make audio versions of documents	By Sept 2020	SLT	N/A (done in house)	Proprietorial Body

have access to information in a format that meets their needs	necessary Provide documents with dyslexia friendly fonts where necessary Provide electronic documents where necessary Ensure documents use plain English	Website translator	By Sept 2021	SLT	TBC	
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