



**Accessibility Statement
& Three Year Accessibility Plan
March 2017 – March 2020**

**Stonehill Avenue
Birstall
Leicester
LE4 4JG**

Statement:	Accessibility plan
This statement was approved:	April 2017
This statement was reviewed:	June 2018

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 Executive Board 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 learners 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.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

ALP Leicester is committed to providing an environment that enables full curriculum access that values and includes all learners, 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 ALP Leicester Accessibility Plan shows how access is to be improved for disabled learners, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Current Access Arrangements

ALP Leicester currently has the following in place to meet the needs of users with accessibility issues:

- ground floor access to the school
- Disabled toilet and shower facilities
- access to IT
- access to meeting rooms
- access to ground floor teaching areas and library
- access to outside space
- Inclusive arrangements for access to all curriculum areas

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for learners with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that learners with a disability are as equally prepared for life as the able-bodied learners; (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 learners 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 learners, staff, parents and visitors with disabilities; examples might include handouts, 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 ALP Leicester 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 Executive Board on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Health & Safety Policy
- School Improvement Plan

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 Executive Board' 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 will be monitored through the Executive Board.

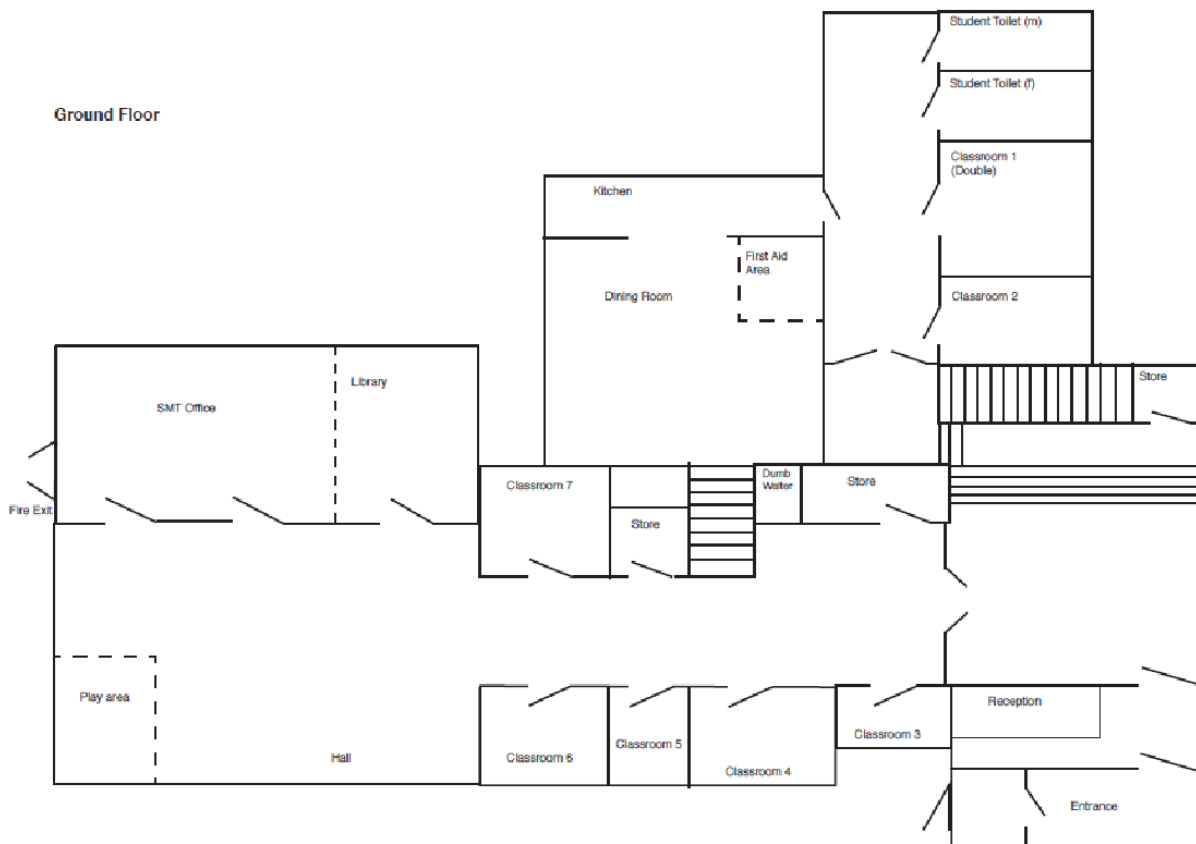
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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.

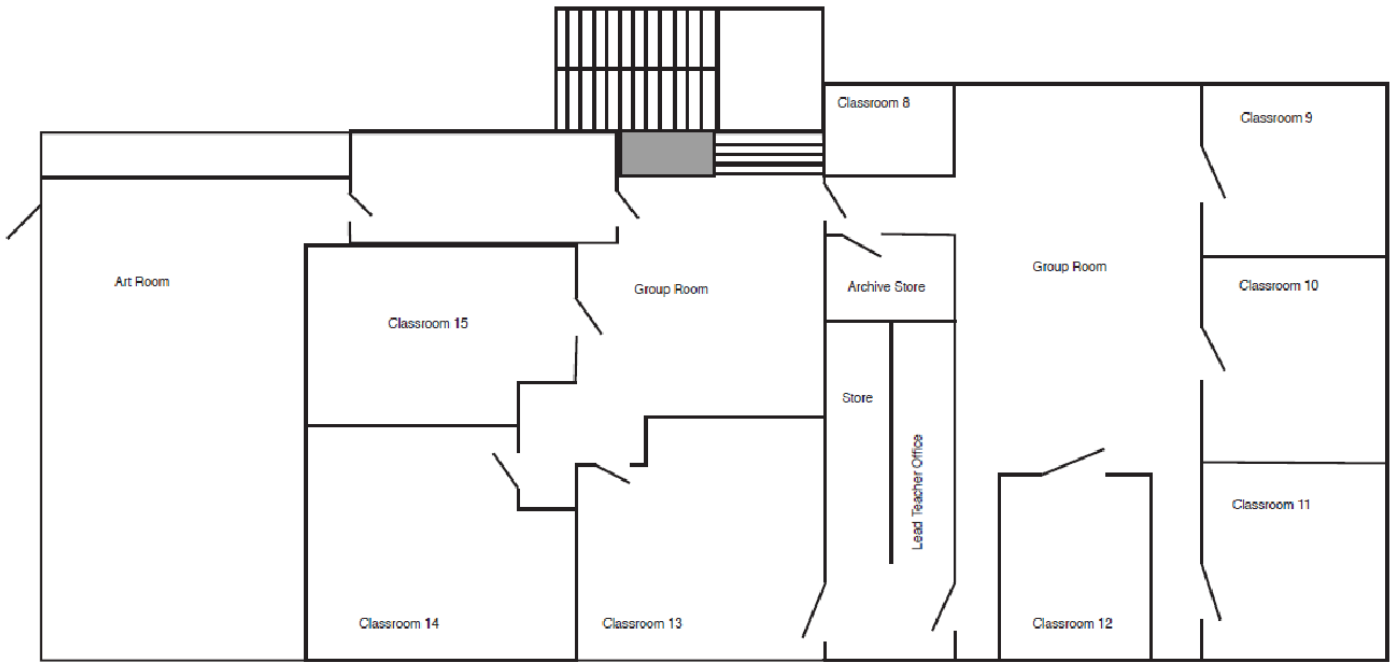
The priorities for the Accessibility Plan for our school were identified by:

- **The Executive Board**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below



Floor 1



Ref.	Item	Activity	Timescale	Cost
1.	Main gates	Continue to seek quotes for electric gates. Lower padlock access on gates	First quote received November 2016 Financial plan required to work towards this in Summer 2017 The school decided against electric gates and worked out a system with staff at the Cedars and ALP	£7930.26 +VAT
2.	Stairs in to entrance	Anyone needing wheelchair access to be guided to conservatory entrance.	Complete	Rental cost
3.	Wheelchair access to 1 st floor	All activity to take place within the ground floor.	Complete	Rental cost
4.	Access to dining area and first aid.	Seek quotes for removable ramp. Contact Cedars Academy to explore current provision and whether this can be shared.	Ongoing in accordance to need	TBC

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing	Head teacher
2	Changing and shower facilities	In place					
3	Stairs	Anyone needing wheelchair access to be guided to conservatory entrance. All meetings	On going as and when needed	Low	Room rental	Ongoing	Head teacher

		to be held on ground floor					
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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	
1	Differentiation in Teaching	Identify through monitoring of teaching and learning	Ongoing	Med	release costs		Head teacher
2	Interventions	Head teacher to audit current interventions and their success/impact on progress.	Ongoing	Med	Resourcing costs of identified areas to develop	Ongoing (Yearly through monitoring of teaching and learning)	Head teacher
3	Classrooms are organised to promote the participation and independence of all learners	Head teacher to carry out an audit of resources to ensure that lessons are planned to meet the needs of all learners in the class.	Ongoing	Med	Possible resource implications where gaps are identified	Ongoing (through monitoring of teaching and learning)	
4	Staff training in supporting learners with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia	Identify gaps in knowledge and seek external advice if necessary (SMT/PDR/whole school training identified through SEF/SDP)	Ongoing	Med	External specialist costs		Head teacher

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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Medium	Not applicable	Ongoing	DC
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing	High	Not applicable	Dependant on need (Ongoing)	