

RED ROSE SCHOOL DISABILITY ACCESS PLAN & DISABILITY EQUALITY OF EDUCATION

Section 8

6

Updated: October 2017

INTRODUCTION

Red Rose School is committed to providing a broad and balanced education to all of its pupils irrespective of disability. In particular, we recognise our responsibility under the Equality Act 2010 which prevents discrimination against disabled people in their access to education. In particular, we recognize our responsibilities:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;
- to publish an Accessibility Plan.

All of our pupils have Special Educational Needs and, as such, the curriculum and physical environment has been planned and adapted to meet the needs of all pupils with Specific Learning Difficulties. Our Disability Access Plan will, therefore, focus on the provision for pupils with physical disabilities.

THE DISABILITY ACCESS PLAN

The plan aims to improve access to all aspects of education within Red Rose and is organised in a way that helps to remove any existing barriers to pupils learning. It also aims to widen the opportunities for including more pupils within the school and to look positively at ways in which existing difficulties can be overcome. In this way the School is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

THE DISABILITY EQUALITY PLAN

As part of the School's Equality Scheme, we will:

- eliminate harassment related to a disability
- eliminate discrimination
- promote equality of opportunity between disabled people and other people
- promote positive attitudes towards disabled people

- encourage participation by disabled people in public life
- take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The Scheme covers pupils, staff, parents and users of the school.

The plan has three inter-linked elements:

1. Improvements in access to the curriculum by:
 - Providing for all pupils a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.

2. Physical improvements to increase access to education and associated services by:
 - Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other impairments.
 - Providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all students.

3. Improvements in the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

IMPROVING ACCESS TO THE CURRICULUM

Targets	Strategies	Outcomes	Timeframe	Goals Achieved
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> ▪ We will produce a prioritised purchasing list for computer technology as required for pupils with disabilities. ▪ update on available technology on an annual basis. 	Purchase list available for immediate purchase	As required – unless needs of pupils in school require immediate action.	ICT for disabled pupils provided
Prioritise student participation in school activities.	<ul style="list-style-type: none"> ▪ Promote student awareness of the rights of the child, especially Article 23: Children should have special care and support if they need it. ▪ Ensure school activities are accessible to all students. 	Pupils understand the needs and rights of disabled pupils	Ongoing	All pupils equal access to curriculum

PHYSICAL IMPROVEMENTS TO THE ENVIRONMENT

- Wheelchair access and handrails are already provided. Any improvements will provide access to specific subject classrooms.
- New stairs have been fitted to the art and design technology rooms

Targets	Strategies	Timeframe	Goals Achieved
Ensure that access to school buildings and site can meet diverse pupil needs.	<ul style="list-style-type: none"> ▪ Provide disabled parking bays. ▪ Accessibility and clarity of signs around school. ▪ Awareness of independent access. ▪ Clear identification of room functions. 	Jun 18 Jul 18 Ongoing Jul 18	Access to school buildings and site improved.
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs and actions for future improvements.	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect student need. ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within school. ▪ Look at accessibility in all areas of school life. 	Ongoing	Appropriate use of resources for diverse needs of pupils with disabilities.

IMPROVING PROVISION OF INFORMATION

Information is provided by the Web Site, Facebook Page, Prospectus, Newsletters and Parents Meetings/Open days.

Targets	Strategies	Outcomes	Timeframe	Goals Achieved
All document types Availability of newsletters and school documents in alternative formats.	<ul style="list-style-type: none"> ▪ Large print and audio formats as required. ▪ Information in student planners when student need requires this. ▪ Home / School pack for students and ASD spectrum and students with communication difficulties. ▪ Homework information available as information 		Ongoing	Information to pupils with disabilities and parents / carers will be improved.

	sheets in alternative formats when requested. <ul style="list-style-type: none"> ▪ Use of symbol software. 			
School Website	Consult with Disability Information Service		July 18 - if funds permit	Access for visually & hearing impaired improved

The Disability Access Plan was reviewed by the Head Teacher in October 2017.