**Accessibility Plan 2017**

Draft: For approval October 2017

**Section 1: Vision Statement**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The purpose of the plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

* Increasing the extent to which students with disabilities can participate in the school curriculum
* Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
* Improving information delivery to students with disabilities

Our vision statement encapsulates this:

Stormont House School is a school for students with statements of Special Educational Need.  We celebrate the diversity of students, ensuring that all students are valued regardless of their learning difficulty, sex, race or religion.

This accessibility plan focuses on our commitment to providing broad educational opportunities following the National Curriculum. We use a multi-disciplinary approach to provide children with equality of opportunity, enabling them to aim high and reach their full potential.  
   
We aim to provide a safe and supportive learning environment in which students can develop the skills and enthusiasm to become independent learners, both at school and beyond.  
   
The school and Governing Body also recognise their responsibilities towards employees with disabilities and ensure that persons with disabilities are provided with equal opportunities. Employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively.

**Definition of disability under the Equality Act 2010**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial and long term’ negative effect on your ability to carry out normal daily activities.

**Section 2: Aims and objectives**

Our aims:

* Maintain and improve access to the curriculum for students
* Maintain and improve access to the physical environment
* Improve information delivery to the students

The table below sets our how the school will achieve these aims.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Aim** | **Current good practice** | **Objectives** | **Actions** | **Person responsible** | **Completion date** |
| Maintain and improve access to the curriculum for students | Curriculum and classroom practice is subject to ongoing review to ensure it meets the needs of all students | Continue to assess the curriculum model and classroom practices to ensure students continue to make excellent progress towards challenging objectives | Ensure the effectiveness of the curriculum models. Update the curriculum statements to ensure curriculum is accessible to all learners. | Subject Leaders | July 2018 |
| Maintain and improve access to the physical environment | Moved into new building in January 2014, which was specifically designed to meet the needs of all learners and provide additional purpose designed facilities for learning. | There are no access issues, however there are plans to improve the multi sensory room and outside play areas and to introduce additional facilities for indoor play. | SEN Lead to present proposal for improvements to Multi sensory room and play facilities. Agreed proposals to be completed and reviewed to ensure a positive impact on learning. | SEN Lead | July 2018 |
| Improve information delivery to the students | Use of ‘green and orange’ marking system to involve students in monitoring progress.  Use of colour coded behaviour cards in and outside of class  Use of visual stories  Pastoral Support team carry out restorative work with students | Continue to monitor use of systems and evaluate to ensure consistent use throughout the school therefore reinforcing them.  Continue to work with speech and language team to create and use stories  Appointment permanent staff members to Pastoral Support Team | Ensure all new staff are introduced to / trained in the systems and that they are used consistently throughout the school.  Appoint staff to permanent roles within Pastoral Support Team | Deputy Headteacher | September 2018 |

**Section 3: Access audit**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | **Current good practice** | **Actions to be taken** | **Person responsible** | **Completion date** |
| Stairs and corridors | Stairs and corridors are kept clean, tidy and free from obstruction at all times | Maintain and ensure student equipment does not block stairs or corridors | Business Manager  via Facilities Manager | Ongoing |
| Lifts | Secure entry system.  Service level agreement in place for maintenance | Maintain and annually review service.  Ensure weekly testing of alarm | Business Manager  via Facilities Manager | Ongoing |
| Parking bays | Disabled parking bay marked | None required | Business Manager | Ongoing |
| Entrances | Staff operated front entry doors, enclosed lobby | Internal lobby doors currently not automatically closing  Site staff to provide solution. Solution to be actions and completed then reviewed | Business Manager  via Facilities Manager | September 2017 |
| Accessible toilets | All accessible toilets aids and alarms | Ensure service every six months | Business Manager  via Facilities Manager | Ongoing |
| Reception area | Accessible to wheelchair users.  Hearing loop available | Ensure reception staff are mindful of visitors / staff / students with hearing impairment and know how to use hearing loop | Information and Communication team leader | September 2017 then ongoing |
| Internal signage | Picture signs in place | None required | Business Manager  via Facilities Manager | Ongoing |
| Emergency escape routes | Fire evacuation plans in place (each classroom and office) | Ensure weekly testing of system and maintenance | Business Manager  via Facilities Manager | Ongoing |