



Plymstock School

Accessibility plan

2016-2018

Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The purpose of this plan is to ensure that students with a disability can access our curriculum and the school site. This plan uses the definition of disability according to the Equality Act 2010 i.e.

4.4 The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

4.5 The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Our vision

Our objective is simply to be a **world-class learning community** that enables all young people to succeed both now and later in life.

Our core aims

We will become a **world-class learning community** by achieving our core aims.

Our core aims are to:

1. provide a safe and caring school community that promotes the positive mental health and well-being of everyone
2. foster a love of learning for its own sake by providing a rich curriculum that enables every young person to discover their strengths, and to make the most of their talents within Plymstock School and beyond
3. raise the academic achievement and personal development of every single young person and eliminate performance gaps, through a highly effective co-operative approach to teaching and learning that is challenging, exciting, inspiring and engaging
4. engender respect for individuality, difference, the importance of teamwork and the contribution that every student can make to the life of the school, the local community and the wider world
5. create an enthusiasm for the world beyond the classroom – particularly through the arts, sport, literature and other opportunities to facilitate creativity
6. enable all staff to thrive both personally and professionally, by providing a mutually supportive and professional environment that facilitates opportunities to develop and actively encourages creativity
7. work in partnership with all stakeholders and other educational institutions to provide better transition, recruitment, support services and professional development opportunities, at improved value for money

This plan links to other Policies including the Equal Opportunities Policy. The plan will be shared with all stakeholders through the school website: Plymstockschool.org.uk.

The plan will be monitored by Governors and the SLT.

The plan will focus on the physical environment, curriculum and written information. Training to support the plan will take place and be reported to Governors during the Personnel Committee meetings taking place three times each year. Partnerships exist with the local authority in Plymouth and with our Health and Safety advisers SSG.

Complaints relating to this plan should be addressed via the school's complaints policy which can be found on the school website.

Approved by: DJ Farmer

Date: 6 January 2016

Next review date: January 2018

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school site is very accessible to the wide range of students who attend it. There is good access via lift to all floors in each separate building. This ensures that students can be taught in specialist rooms for all curriculum subjects.	Work is underway to improve support for visually impaired students.	All stairwells are to receive improved tread markings.	Malcolm Pascoe	September 2016	All stairs have well defined steps to support safe access.
Improve and maintain access to the physical environment	The physical environment of the school is very accessible and there is adequate provision of access equipment where it is needed.	Ensure that future planning includes improved access arrangements.	Check all plans for additional building or modification has been assessed to make sure accessibility is maintained.	Malcolm Pascoe	Ongoing	Level of accessibility maintained.
Improve the delivery of written information to pupils	Written information available to students is very accessible. All teaching rooms have data projectors which can provide text in larger sizes or with different coloured backgrounds.	To continue to identify students who may have difficulty accessing text and provide solutions that will solve this problem. Investigate ways to support EAL students and ensure that they can access materials in all curriculum	Monitor student progress and highlight students who are affected by an inability to access texts. Provide resources including Kindle devices to support language	SENDCO SENDCO	September 2016 September 2016	All students able to demonstrate that they can access texts in school through testing and monitoring by Heads of Year All EAL students able demonstrate that they can access texts in school through testing and monitoring by

		areas.	development and understanding.			SENDCO and team
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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>The main school block has three storeys which are accessible to all students. There is a lift that is key operated and students needing to access this are supplied with a key. Many are accompanied.</p> <p>The Maths/Languages block is two storey and has a lift for access.</p> <p>The Post 16 block has two storeys and access to the first floor is limited. Facilities are replicated on the ground floor.</p>	<p>Ensure that lift is regularly maintained.</p> <p>Ensure that lift is regularly maintained</p> <p>Investigate the possibility of installing a lift to allow access to the first floor</p>	<p>Malcolm Pascoe</p> <p>Malcolm Pascoe</p> <p>Malcolm Pascoe</p>	<p>Ongoing</p> <p>September 2016</p>
Corridor access	<p>Corridor access across the school is good and corridors allow for the free movement of students. A one-way-system is in place to aid flow.</p>	<p>Improve covered access to all blocks by installing more covered walkways.</p>	<p>Malcolm Pascoe</p>	<p>October 2017</p>
Parking bays	<p>There are currently parking bays for disabled access in several positions around the school site.</p> <p>There is a designated pull in bay that can accommodate emergency vehicles which is accessible at all times and monitored from reception.</p>	<p>Ensure that these are being used appropriately.</p> <p>Improve marking and signage.</p>	<p>Malcolm Pascoe</p> <p>Malcolm Pascoe</p>	<p>Ongoing</p> <p>September 2016</p>
Entrances	<p>There is one vehicular entrance to the school that is controlled at peak times to protect pedestrians. A barrier prevents vehicles from entering the site.</p> <p>There are four pedestrian entrances and exits which are controlled during the day with only one being open at all times with access to reception.</p>	<p>Further control vehicular access by installing an access gate system controlled from reception or via staff key cards.</p>	<p>Malcolm Pascoe</p>	<p>September 2016</p>
Ramps	<p>Ramps are available to enable access by wheelchair to rooms.</p>	<p>Replace temporary ramps with permanent solutions.</p>	<p>Malcolm Pascoe</p>	<p>September 2016</p>

Toilets	There are sufficient accessible toilets for students and staff located in various parts of the school. These are clearly marked and regularly checked.	None		
Reception area	Reception is next to the school entrance and has an electronic door that is wide enough to allow wheelchair access. There is parking nearby that is dedicated to visitors with access needs.	None		
Internal signage	Internal signage is clear and comprehensive. Areas are curriculum based and labels are appropriate.	Signage for classroom doors needs to be rationalised and updated each new school year to reflect change of room use and teacher.	Malcolm Pascoe	September 2016
Emergency escape routes	These are clear and guidance exists in all relevant rooms and areas.	Alternative guidance for bomb threats and armed attacks needs to be documented and shared with students and staff. The alternative alert tone and muster area (Rugby Field) needs to be explained to students and staff.	Malcolm Pascoe SLT	September 2016