

# Plymstock School



## Accessibility Plan

2017-2019

### 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: [www.plymstockschool.org.uk](http://www.plymstockschool.org.uk)

The plan will be monitored by governors and the SLT.

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

Date of next review: January 2019

## 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
<b>Increase access to the curriculum for pupils with a disability</b>	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.	Julia Crookston / Premises Manager	September 2018	All stairs have well defined steps to support safe access.
<b>Improve and maintain access to the physical environment</b>	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.	Premises Manager	Ongoing	Level of accessibility maintained.

<b>Improve the delivery of written information to pupils</b>	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 or examinations and provide solutions that will solve this problem.	Monitor student progress and highlight students who are affected by an inability to access texts.	SENDCo and Exams Officer	Ongoing	All students able to demonstrate that they can access texts in school through testing and monitoring by SENDCo.
		Continue to develop ways to support EAL students and ensure that they can access materials in all curriculum areas.	Provide resources, including Kindle devices and Google Translate, to support language development and understanding.	SENDCO	Ongoing	All entitled students receive appropriate examination concessions.  All EAL students able to demonstrate that they can access learning in school through testing and monitoring by SENDCO and team. All EAL students make at least expected levels of progress.

### Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of building floors	<p>The main school block has three floors 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. The Maths/Languages block is two floors and has a lift for access.</p> <p>The Post-16 block has two floors and access to the first floor is limited. Facilities are replicated on the ground floor.</p>	<p>Ensure all lifts are regularly maintained.</p> <p>Investigate the possibility of installing a lift to allow access to the first floor</p>	<p>Premises Manager</p> <p>Premises Manager</p>	<p>Ongoing</p> <p>September 2018</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>Ensure that corridors remain clear and unblocked allowing free and unobstructed access for all.</p>	<p>Premises Manager</p>	<p>Ongoing.</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>Audit and subsequent improvement of marking and signage.</p>	<p>Premises Manager</p> <p>Premises Manager</p>	<p>Ongoing</p> <p>September 2018</p>
Entrances	<p>There is one vehicular entrance to the school that is controlled at all times between 8:45am – 3:10pm. This entrance is covered by an electronic gate requiring control from reception or an authorised key fob.</p>	<p>Regular maintenance of electronic gate systems.</p>	<p>Premises Manager</p>	<p>Ongoing</p>

	<p>A further barrier prevents vehicles from entering beyond the driveway between 8:30-8:45am, 11:00-11:20am, 1:20-2:10pm and 3:00-3:20pm.</p> <p>There are four pedestrian entrances and exits which are controlled during the day with only one available for public entry/exit at main reception. Again, this requires control from reception.</p>			
Ramps	All of the main buildings in the school have full ramp access for wheelchairs.	Ongoing maintenance of portable ramps in the English Quad.	Premises Manager	Ongoing.
Toilets	There are sufficient accessible toilets for students and staff located in various parts of the school. These are clearly marked and regularly checked.	No further action required at this time.		
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.	No further action required at this time.		
Internal signage	Internal signage is clear and comprehensive. Areas are curriculum based and labels are appropriate.	Ongoing review to reflect curriculum/classroom changes over the academic year.	Premises Manager	Ongoing.
Emergency escape routes	Emergency escape routes and emergency procedures (for fire, bomb threat etc...) are clear to staff, and where appropriate, students.	Lockdown procedure needs to be developed, shared with staff and practised.	SLT	September 2018