

PLATANOS COLLEGE

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm.

This is the responsibility of every adult employed by, or invited to deliver services at, Platanos College. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.



ACCESSIBILITY POLICY AND PLAN FOR 2024–2027

ACCESSIBILITY POLICY AND PLAN

Introduction

This Policy serves to remove discrimination against pupils with disability in their access to education.

The Academy Trust recognises the following **duties** towards disabled pupils, under the Equality Act 2010:

- Not to treat disabled pupils, staff or other members of the school less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

This plan sets out the Academy Trust's intentions to increase access to education for disabled pupils, as far as possible, in the three areas required by the planning duties:

1. To increase the extent to which disabled pupils can participate in the school curriculum.
2. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts but will ensure the above are met as far as practically possible within any limitations.

Definition of disability

Disability is defined by the Equality Act 2010:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

Vision and ethos

We are committed to providing all of our pupils every opportunity to achieve the highest of standards and beyond their expectations. We achieve this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our learners. The achievements, attitudes and well-being of all our pupils are at the heart of our efforts. We promote the individuality of all our pupils, irrespective of ethnicity, religion, age, disability, gender, prior attainment or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We are committed to equality of opportunity for all members of our school community.

Context

The school was completely rebuilt as part of the government's Building Schools for the Future (BSF) programme. The new buildings were complete in 2010.

The new building has a range of facilities for disabled access. This includes lifts to all floors and disabled toilets. Wheelchair access to the school premises is possible. Emergency evacuation chairs are also installed on staircases for the purpose of evacuating individuals with difficulties in mobility.

All special educational needs and disabilities have been identified:

- At present we have no wheelchair dependent pupils or members of staff.
- The school has pupils with a range of disabilities (SEND) to include minor to specific learning/cognitive disabilities.
- There are a very small number of pupils who have a hearing impairment, speech/language/communication need and Autistic Spectrum Disorder.

Availability

This plan will be made available upon request by any relevant party or individual. This plan will also be made available to any parent/carer of a disabled child who makes an enquiry about admission to the school.

Review

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The accessibility plan will demonstrate how the identified action points will be addressed.

Last reviewed: 30/08/2024	Date of next review: 27/08/2027
----------------------------------	--

ACCESSIBILITY PLAN

1. Access to the curriculum

Objective	Strategy	Timescale	Outcome(s)	Responsibility
Ensure differentiation of the curriculum by staff to meet the needs of all pupils including those with or without SEND or physical/mental impairment	Continuous Professional Development (CPD) – be aware of staff training needs	Ongoing and as required	Staff able to differentiate curriculum and ensure full pupil participation	SLT / SENCO
Ensure support staff are aware of any disabled pupils' needs where applicable (both physical and mental)	Staff training provided where applicable; sharing of information; use of IEPs and care plans	Ongoing and as required	Support staff aware of the pupils and their needs are met	SENC0 / Pastoral Department
All educational trips are accessible to all pupils	Ensure trips, venues, transport checked for suitability and accessibility and provide support where necessary	Ongoing and as required	All pupils are able to have access to educational trips	SLT / EVC / SENCO / Trip Leaders
Ensure PE is accessible to all pupils where applicable	Continuously review PE curriculum where necessary (e.g. to include disability sports) and provide teaching support where necessary	Ongoing and as required	All pupils able to access the PE curriculum and learning support in place	SMT / SENCO / PE Department
Ensure all pupils can take part in extracurricular clubs	Discuss with departments and staff responsible for running clubs to ensure planning and arrangements takes disability issues and additional support into account	Ongoing and as required	All pupils have the opportunity to attend the range of extracurricular clubs	SMT / SENCO / Department Heads

2. Access to the physical environment

Objective	Strategy	Timescale	Outcome(s)	Responsibility
Be aware of access needs of disabled pupils and visitors to the school	Continuous review and communication between SENCO/Pastoral Dept/Premises Manager/H&S Officer and create access plans where necessary for any identified individuals. Circulate information to whole school regularly.	Ongoing and as required	All pupils and visitors have full access to the school where appropriate	SMT / SENCO / H&S Officer / Premises Manager
Ensure wheelchair access is possible at all times	Daily checks to ensure that the reception area is clear of any obstructions.	Ongoing and as required	Wheelchair access to the school is possible at all times	Premises Team
Maintain safe access for visually impaired pupils/visitors	Check and maintain yellow painted lines; check and maintain exterior/interior lighting on a regular basis, check and maintain grounds to entrances/exits.	Ongoing and as required	Pupils/visitors with visual impairment feel safe on school grounds and have full access to the school where necessary	Premises Team
Ensure all disabled people can be safely evacuated	All identified people have a Personal Emergency Evacuation Plan (PEEP) and all staff concerned should be made aware. Emergency evacuation chairs are available at the school. These should be suitably maintained and	Ongoing and as required. All people concerned have an up-to-date PEEP.	All people requiring assistance in an emergency evacuation are safe and clear on the arrangements. Staff are informed of the arrangements and fully trained.	SENC0 / H&S Officer / Premises

Objective	Strategy	Timescale	Outcome(s)	Responsibility
	checked on a regular basis. Regular training on the use of the chairs to be provided as required.			
Ensure that there are sufficient fire exits around the site suitable for disabled people	There are currently a sufficient number of fire exits. These exits should be clear from any obstructions. Staff (including office/reception/premises) must check and remove any obstructions on a daily basis.	Ongoing and as required	All disabled people have suitable exits that will allow for a safe evacuation	SMT / H&S Officer / Premises Team

3. Access to information

Objective	Strategy	Timescale	Outcome(s)	Responsibility
Increase awareness of staff of the importance of good communication with pupils/visitors with SEN or physical or mental impairment or issue	Advice and CPD where required	Ongoing and as required	Staff aware of communication needs of pupils with SEND. Able to fully convey information effectively to all individuals.	SMT / SENCO
Ensure that information is provided in different formats	Information should be provided via a range of media to include hard copy letters, email, website, text messages, and in certain/exceptional cases	Ongoing and as required	Effective communication with all individuals and groups.	SMT / Administration

Objective	Strategy	Timescale	Outcome(s)	Responsibility
	<p>telephone calls where necessary.</p> <p>Information/letters/forms should be in clear, 'simple' English.</p> <p>Provide documents in suitably clear and enlarged font versions (or similar) where necessary, with the assistance of the Main Office.</p> <p>Main Office will support parents/carers to access information.</p> <p>Use of translators and sign language interpreters where necessary.</p>			
Signage to be clear and informative on site	<p>Regular site audits to take place to ensure clear signage and good visibility for people with impaired vision.</p> <p>Include braille signage where necessary depending on funding.</p> <p>Introduce multi-lingual signs where appropriate and depending on funding.</p>	Ongoing and as required	<p>Currently, signage including directional signs and fire exit signs are in place. Additional or replacement signage to be in place where necessary.</p> <p>Include braille signage.</p> <p>Include multi-lingual signage where appropriate.</p>	H&S Officer / Premises Manager