



ACCESSIBILITY PLAN

September 2019

Date policy ratified:

Date for review:

September 2022

People involved in

Writing this policy:

Sian Thomas (Head teacher)

Senior Leadership Team

Consultation process:

All Staff

Governors

Person responsible:

Sian Thomas (Head teacher)

Display/availability:

Policy file:

School office

School Website

Monitoring:

Teachers

SLT

Governors

Contents

1. Aims.....	2
2. Legislation and guidance.....	4
3. Action plan	5
4. Monitoring arrangements.....	8
5. Links with other policies.....	8
Appendices: Accessibility audit.....	9

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled learners can participate in the curriculum
- Improve the physical environment of the school to enable disabled learners to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled learners

Our school aims to treat all its learners fairly and with respect. This involves providing access and opportunities for all learners without discrimination of any kind.

Ancora House School Equality Objectives

The Equality Act 2010 was introduced to ensure protection from discrimination, harassment and victimisation on the grounds of specific characteristics (referred to as protected characteristics). For schools, this means that it is unlawful to discriminate against students or treat them less favourably because of their gender; race; disability; religion or belief; gender reassignment; sexual orientation; pregnancy or maternity.

The Equality Act says that schools and other public bodies must:

- Encourage good relations and ensure everyone has equality of opportunity.
- Eliminate unlawful discrimination, harassment and victimisation.
- Help make sure everyone has an equal chance to make the most of their lives and talents.

In line with our duties under the Equality Act, we assess our existing practices in relation to equality and consider objectives to help us improve further.

In determining the objectives for Ancora House School the following was taken into account:

The views of the wider school community

Data/information on attendance and progress

Data/information on transitions in and out of our service

These objectives are:

1. To increase the extent to which all learners who despite their mental health problems, are able to re-engage with and sustain their place in education with confidence and appropriate support, and that through effective communication they are less likely to be affected by discrimination and lack of equal opportunity.

What we will do:

- Attend all relevant planning and review meetings for each student eg. discharge planning meetings, TAFs, CiNs
- Formulate transition plans in close collaboration with home schools, parents, carers, clinicians and the young person
- Share pertinent information with schools and colleges around the best ways to support the young person during and after their transition.

How we will know we are meeting our objectives:

- Learner Voice/ feedback questionnaires
- Data on successful and sustained transitions – termly follow up for 12 months
- Analyse data annually to determine rates of success and to identify barriers

2. To increase the attendance rate for all learners so that despite their health difficulties which may leave them open to discrimination and lack of equal opportunity, they feel valued, confident and build resilience and in consequence are more likely to achieve.

What we will do:

- Offer tutorials to all students so that they are supported to identify barriers to their attendance and engagement.
- Provide all students with any targeted support necessary to improve their confidence, self-esteem and attendance.
- Ensure schools and colleges are aware of how to continue support following discharge/transition
- Raise awareness of Mental Health and challenge stigma; promote an inclusive and informed learning environment for young people to continue their education with the best chance of success
- Liaise closely with parents, carers, clinicians to ensure a joined up approach
- Recognise and celebrate success with the young person, their families and schools/colleges

How we will know we are meeting our objective:

- Data/information on attendance
- Data/information on progress
- Parent/Carer/school/learner feedback questionnaires

The school will review the objectives annually and offer feedback on progress through the school's website.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan; we work collaboratively with Cheshire and Wirral Partnership NHS Trust and Cheshire West and Chester Council to secure equality of opportunity for all of our learners.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Management Committee, Parent Governor, staff and learners.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for learners with a disability	Our school offers a differentiated and personalised curriculum for all learners. We use resources tailored to the needs of learners who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all learners, including those with a disability. Targets are set effectively and are appropriate for learners	Provision of a low stimulus room in the community setting	Approval for budget	Head teacher	Dec 2019	Low stimulus room provides learners with a 'de-compression' space so that they are able to access their curriculum effectively despite their sensory issues.

	<p>with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all learners.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of learners as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height 					
<p>Improve the delivery of information to learners with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources as 					

	<p>required</p> <ul style="list-style-type: none">• Pictorial or symbolic representations (Social stories)					
--	---	--	--	--	--	--

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head teacher in collaboration with the staff team and the Management Committee. Young people will be consulted on their views to ensure full participation in securing a positive experience of education at Ancora House School.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting learners with medical conditions policy
- Curriculum Policy
- Assessment, Recording and Reporting Policy

Appendix 1: Accessibility Audit In-Patient Setting

Ancora House School is situated in a £14m state of the art 2 story building which opened in 2016 and as such due regard has been given to ensuring the building is DDA compliant.

Feature	Description
Corridor access	Wide corridors comply with the most up to date legislation
Lifts	Lift available
Parking bays	Two bays to front and left of the building
Entrances	Electronic doors to main entrance
Ramps	Ramps in place from rear carpark
Toilets	Toilets on all floors
Reception area	Toilet available; Water fountain available; Low level reception desk
Internal signage	Clear signage indicates access to Education, Coral Ward and Indigo Ward
Emergency escape routes	Clearly signed

Appendix 2: Accessibility Audit Community setting

It is recognised by the school's senior leadership team and management committee that the accommodation based at the community setting does not fully meet the needs of learners and staff. The school has identified premises which are more suited to meeting learners' needs with negotiations underway to secure new accommodation.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of stories	1	n/a		
Corridor access	Wide corridor to English room; narrow corridor to	Secure new premises with wider corridors which allow wheelchair access	Head teacher/SBM	Dec 2019
Lifts	Ground Floor not applicable	n/a		
Parking bays	Limited parking with no designated disabled parking	Secure new premises with disabled parking bays	Head teacher/SBM	Dec 2019
Entrances	Automatic door to main entrance	n/a		
Ramps	No ramps required – entrance	n/a		

	on floor level with no raised curb			
Toilets	Disabled toilet available	Secure new premises with separate staff and pupil toilet facilities	Head teacher/SBM	Dec 2019
Reception area	Spacious reception area Drinking water available	n/a		
Internal signage	Signage sufficient for size of accommodation	n/a		
Emergency escape routes	Clearly signed	n/a		