



Accessibility Plan



Accessibility Plan

Introduction

The SEN / Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 to cover education. This plan also makes reference to the Equality Act 2010, Part 6, Chapter 1. Since September 2002, the Governing Body has had three key duties towards disabled students, under part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of Swanlea School to increase access to education for disabled students in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled students can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that Swanlea School's Accessibility Plan is resourced, implemented, reviewed and revised as necessary.

Services provided at Swanlea School:

- State education
- After school activities for students
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- After school meetings involving students, staff, parents and outside agencies
- After school letting events for all stakeholders including members of the community
- Lettings of premises to other people

School Statement of Access and Inclusion:

Swanlea School is committed to promoting understanding of the principles and practices of equality and justice. We aim to equip students with an awareness of our diverse society and to appreciate the value of difference. Every member of the school is regarded as of equal worth and importance, irrespective of her / his ability, ethnicity, culture, gender, sexual orientation, religion, nationality, class or personal circumstances.

The school's environment influences the developing attitudes of the students within it and can be a powerful vehicle for the promotion of understanding and practice of equal opportunities.

We live in a society where disability discrimination segregates and isolates people from their communities. Swanlea School aims, through its proactive approach to inclusion, to enable our students to equality of access to their communities. Addressing fundamental prejudices against disability in both students and adults is a core "hidden" element in our inclusion work

Accessibility Plan

Swanlea School will take account of the needs of students, staff and visitors with disabilities and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to address the following in our action plan detailed below. This action plan includes works that are to be programed for local authority inspection

1. Access

Issue	Comments	Priority	Timeframe
Only two of the four lifts go up to the second floor. They are both passenger lifts.	We have a same day call out service for broken down passenger lifts. Repairs completed within 5 days subject to parts. We ensure wheelchair bound students are not timetabled on the 2 nd floor	Completed	

Arrival

There are no issues with getting to the school via public transport or foot. There is limited scope for parking on site with 3 defined disabled spaces in the car park and a designated area for the school disability mini bus. On the road the Borough operates a parking permit scheme. Both entrances to the school are wide enough to accommodate wheelchair use with no limitations to access for the main building. The new teaching block has a wheelchair access. There is no other restriction for access to any other part of the building.

Car park entrance and service road entrance has road markings relating to pedestrian access, walking area, zebra crossing and a 5mph requirement

Accessibility Plan

Vertical circulation

Issue	Comments	Priority	Timeframe
No lifts/Wheelchair access to the new 6 form classrooms on the 1 st floor.	The Data team are to ensure that the new 1st floor classrooms in the 6 form are not to be timetabled for classes with wheelchair students.	On going	Ongoing

Music Department

There are no known or perceived access difficulties at the moment. There is a good system of emergency lighting in place. This is kept under constant review. There is also a platform lift for non-ambient staff and students.

Classrooms

Issues for access to classrooms affect the new 6 form extension with no wheelchair access to the first floor classrooms. Issues throughout the school would mean that a wheelchair user would have difficulty in opening some doors.

Issue	Comments	Priority	Timeframe
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Accessibility Plan

Wheelchair students may have problems opening some doors throughout the school.	TAs to accompany any students that are wheelchair bound or have disabilities that may impede their ability to open doors.	On going	NA
No lifts/Wheelchair access to the new 6 form classrooms on the 1 st floor.	The Data team are to ensure that the new 1st floor classrooms in the 6 form are not to be programed for classes with wheelchair students.	On going	On going

Changing / cloak rooms

There are no particular issues for access to changing rooms / cloakrooms. This will be kept under review.

Medical room

There are no particular issues in the medical rooms.

Staff room

There are no particular issues for access to the staff room. This will be kept under review.

Staff and student facilities

There are no known or perceived access difficulties at the moment (other than those covered above), but this is under constant review.

Accessibility Plan

General

Excluding the two new classrooms in the 6 form extension all areas of the school are accessible to wheelchair users. Lift passes are issued to students who have any injury or disability that may cause problems with using stairs.

2. Communication

Availability of information, brochures, web site, enquiry desk, telephone contact.

Issue	Comments	Priority	Timeframe
Information is issued in primarily English format. We make use of staff that can provide information in the commonly used other languages and information and telephone calls can be translated by staff on site. We also make use of the Borough translation service.	To keep under review and act upon as necessary.	On going	
The School provides personnel to accommodate the needs of visitors with hearing or visual difficulties.	To keep under review and act upon as necessary.	On going	

Signage

There are no known or perceived issues at the moment but this is under constant review.

3. Physical Environment

Dining Hall

There are no known or perceived access difficulties at the moment, but this is under constant review.

Kitchen servers

There are no known or perceived access difficulties at the moment, but this is under constant review.

Accessibility Plan

Specialist teaching areas

Redesigned science and cookery teaching areas have specialist equipment for persons with a disability. The SEN department have a fully fitted kitchen area for students designed with students with disabilities.

WC provision and design for staff and members of the public.

There are no known or perceived problems; WC provision is available across areas of the site. This will be kept under review.

4. Emergency

Means of escape

The school has an audible alarm system at which is serviced annually and inspected quarterly. The emergency lighting is inspected annually and regularly tested.

The tannoy system is serviced quarterly and regularly tested