



Elizabeth Garrett Anderson

Accessibility Plan – School Access Plan

Accessibility Plan 2017 – 2020

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Elizabeth Garrett Anderson School recognising and following duties that this places upon them:-

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at substantial disadvantage
- To plan to make reasonable adjustments to the school buildings (172 recognising that Grade 1 listed status imposes its own limitations) so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA make three requirements of the Governing Body:

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

School are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the Finance and Premises Committee of the Governing Body. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Elizabeth Garrett Anderson School

A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities – the Disability Discrimination Act, 1995 definition of disability.

The school's Equality Policy is to ensure that there is no discrimination against any sub-group within our community. With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN Policy as well as its Equalities Policy.

Access to this Plan

The plan will be published on our website. It will also be made available on request to any current or prospective parent who requests it. We will also hand this plan to any parent of a child with disabilities who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

- EGA is a fully accessible site
- The main building is arranged over several floors with two lift towers
- The Heritage Building occupies two floors and can be accessed by both stairs and lift
- The whole site provides easy access for a pupil experiencing any form of special need – including visual needs and physical needs
- All route ways around the site are wide and spacious with flat floor surfaces
- Lighting is very high quality
- Classroom spaces all provide easy access with wide door entrances
- A special needs department on the top floor provides opportunities for small group foundation learning classes

Classrooms

- All classrooms are fully accessible
- The classrooms are well lit with overhead lights, and large windows. Roller blinds are available to reduce the levels of sunlight and glare as desired
- All furniture is fully accessible to meet pupil's needs. Classroom chairs offer a good postural position with back rest and curved lumbar support
- Classrooms have fixed interactive white boards at the front of the room
- Students sit at small groups learning tables
- The sports hall is very large and brightly lit
- Students follow a broad range of sporting options

Toilets

- EGA is well served by banks of toilets on each floor
- The toilets are monitored by a member of staff
- On each floor is a key operated disabled toilet

Playground

- A range of outdoor concrete spaces are available for students
- Seating is available in the form of benches and water fountains are available for free use around the building
- All concrete surfaces are flat and the external environment is very spacious

Stairs

- EGA occupies a very large site that is accessed by a series of steps
- Staircases / sets of steps are all yellow edge marked on the top and bottom of each stair / step
- All stairs / steps have safe handrails and visual posters to remind the students to walk on the left hand side. The volume of students moving around the school necessitates the need for safety on the stairs

Fire Evacuation's

- Pupils with significant medical / mobility needs have an individual evacuation plan
- A lift is available in both the main building and the Heritage Building for designated users, however these cannot be used in the event of a fire (not fire proof) but users have a specific evacuation procedure for each student

Dining Room

- Large open plan area with easy access for all pupils

Transport

- Islington Borough Transport mini bus parks in the school car park
- A passenger assistant accompanies the small group of students who use the mini bus
- EGA school has a designated parking bay for visitors with a disability

The Plan will be shared with Senior Management and will inform relevant aspects of the school's development plan. It will be made available to Ofsted and the LA on request.

Supporting Policies:-

- Equalities Policy
- SEND and Inclusion Policy
- Curriculum Policies
- Anti-bullying and Behaviour policy

EGA School was built in 2012 and is a fully accessible site.

Accessibility Plan (example)

| Objective | Strategy | Outcome | Timeframe | Result |
|--|--|--|--|---|
| Improving access to the curriculum | | | | |
| Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with SEND | Audit staff's current skills, training and experience – decide on whether to augment these through training or employment of a specialist with these skills and experience | Staff who are secure in their 'diagnosis' of learning difficulties and abilities and able to develop and advise on teaching strategies to enable the pupils with SEND to fully access the curriculum | e.g. Ongoing, subject to funding Ongoing as school may have new staff | e.g. Pupils are more able to access the curriculum regardless of their SEND |
| Greater awareness of and confidence in dealing with pupils with SEND amongst teachers | Identify areas where knowledge and skills base needs to be extended | More highly trained staff in this area | Ongoing | e.g. Pupils are more able to access the curriculum regardless of their SEND |
| Improving Delivery of Written Information | | | | |
| Increase awareness of staff of the importance of good communication systems | Advice and training as required | Better awareness of employees and adults at the school | Ongoing | e.g. Pupils are more able to access the curriculum regardless of their SEND |
| Look at alternative ways of providing information e.g. audio versions | Advice from Outreach services / associations concerned with disability | A stock of information stored in different formats | Ongoing | e.g. Pupils are more able to access the curriculum regardless of their SEND |
| Provision of 'in-house' chrome pads to be used by those pupils with SEND in school | Feasibility and cost study under access to the curriculum | | Ongoing | e.g. Pupils are more able to access the curriculum regardless of their SEND |

Reviewed summer 2018

Next review summer 2019