

## Sporting Chance Accessibility Plan

Statement	Accessibility Plan
This Statement Was Approved	1 <sup>st</sup> April 2020
This Statement Will Be Reviewed Next	April 2024
Person Responsibility	Paul Parry

At Sporting Chance our values reflect our commitment to a school where there are high expectations of everyone. Young learners are provided with high quality learning opportunities, so that each learner attains and achieves all that they are able to. Everyone at Sporting Chance is important and included. We promote an ethos of care and trust where every member of the Sporting Chance community feels they truly belong and are valued. We work hard to ensure that there are no invisible learners here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to improving learners' confidence and self-esteem. We know that safe and happy learners achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements, as specified in Schedule 10, relating to disability of the Equality Act 2010. The School Management Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation"

According to the Equality Act 2010 a person has a disability if:

- (a) He or She has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support Sporting Chance' Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## **Sporting Chance Accessibility Plan**

### **Objectives**

Sporting Chance is committed to providing an environment that enables full curriculum access that values and includes all learners, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Sporting Chance recognises and values parent's knowledge of their learner's disability and its effect on their ability to carry out everyday activities and respects the parents and learners right to confidentiality.

The Sporting Chance Accessibility Plan shows how access is to be improved for disabled learners, staff and visitors to the school within a given time frame and anticipating the need to make a reasonable adjustment to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for learners with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that learners with a disability are as equally prepared for life as the able-bodied learners; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school visits – it also covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these learners in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary = this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to learners, staff, parents and visitors with disabilities; example might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Sporting Chance Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff on equality issues with reference to the Equality Act 2010.

## **Sporting Chance Accessibility Plan**

The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward to subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all the Senior Management Board, will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Senior Management Board

The Accessibility Plan may be monitored by ESTYN during inspection processes in relation to Schedule 10 of the Equality Act 2010.



Approved

Date 1<sup>st</sup> April 2023

It is required that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified as:

- The Directors
- Senior Management Board
- Health & Safety Officers
- Senior Education Staff Members

## Accessibility Plan

### Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility PFT	Responsibility School
1	Corridors	Keep corridors clear from obstructions	Immediate	High	None	Ongoing		
2	School is aware of the access needs of children, staff and parents/carers with disabilities	<p>Create access plans for individual children with disabilities as part of PDP process</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers access needs and ensure they are met in all events</p>	When necessary	Medium	None	Ongoing		
3	Ensure all pupils with disabilities can be safely evacuated	<p>If necessary, put in place Personal Emergency Evacuation Plans</p> <p>Pitch 2 requires a disabled ramp to exit the building</p> <p>Ensure applicable sport sessions are conducted on Pitch 1</p> <p>The café would be utilised as a classroom / learning zone.</p>	Immediate	High	£500.00	<p>Ongoing</p> <p><b>COMPLETED RAMP.</b></p>		

### Accessibility Plan

#### Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility PFT	Responsibility School
1	Differentiation in Teaching	Directors and management board to monitor quality of differentiation and provision for ALN young learners	Ongoing	High				
2	Interventions	ALNCo to evaluate potential interventions. Provision mapping to be used across all age groups	Ongoing	High				
3	Classrooms are organised to promote the participation and independence of all pupils	ALNCo to evaluate all resources to ensure that lessons are planned to meet the needs of all pupils in the classroom, including utilising other areas as classrooms if required to meet special requirements	Ongoing	High	Possible resource implications where gaps are identified			
4	Staff Training in the production, implementation and review of SpLD, ASD strategies	ALNCo and Pastoral Lead to deliver all staff training	Ongoing	High	Not Applicable			

### Accessibility Plan

#### Action Plan B Continued – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility PFT	Responsibility School
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SPLD, ASD, Dyspraxia, Behaviour	ALNCo to organise training for SplD, ASD and PDP's. Use external if necessary	Ongoing	High	ALNCo to obtain any costings			
6	Ensure all school trips and outdoor activities are accessible to all	Develop guidance for staff on making trips accessible, investigate accessibility of outdoor activities and all relevant risk assessments to be done on each occasion	Ongoing	High	Varied			

## Accessibility Plan

### Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility PFT	Responsibility School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of services available for converting written information into alternative formats.	Ongoing	High				
2	Review documentation on website to check accessibility for parents with English as an Additional Language and limited literacy ability	The school will review formats available on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. Use of GEMS to support in translations and communication with new to English parents and children  Can website look at a tool to convert translation?	Ongoing	High	Directors to obtain costs for website tool			