

Introduction

- This document is drawn up in accordance with the planning duty in the Equality Act 2010, Disability Discrimination Act 1995, the Children and Families Act 2014 and the Special Needs & Disabilities Regulations 2014.
- The Write Time is fully aware and active in its duty under the requirements of the Equality Duty that took effect on 5th April 2011 and the responsibility for assessing accessibility lies with the Health and Safety Manager through audit visits and The School Headteacher through the quality assurance process.
- This document is informed and guided by the practice and policies of The Write Time and is reflective of the nature of the work of The Write Time and its varied setting.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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.”

Key Objectives

- To reduce and eliminate barriers to access to the curriculum.
- To bring about full participation in the project community for pupils, and prospective pupils, with a disability.

For this plan and statement, such barriers to the curriculum include emotional, social, and behavioural difficulties, and both diagnosed and undiagnosed autistic spectrum disorders.

Principles

- Compliance with the DDA is consistent with The Write Time's aim of social inclusion, its equality, diversity, and inclusion policies, and the operation of relevant curriculum policies.
- The Write Time recognises its duty under the DDA, the 2014 Special Needs & Disability regulations and the Equality Duty:
 - not to discriminate against disabled pupils in the provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan (below).
- The Write Time recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality
- The Write Time aims to provide all pupils with a curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and actively supports the development of a more inclusive curriculum that:
 - setting suitable learning challenges,
 - responding to pupils' diverse learning needs,
 - overcoming potential barriers to learning
 - effective and accurate assessment for individuals, and groups of pupils.

Activity

a) Education & related activities

The Write Time will continue to seek and follow the advice of the local authorities in which it operates, including specialist teachers and advisers and SEN inspectors/advisers as well as the appropriate health professionals from the local NHS Trusts where such advice is necessary to ensure the successful inclusion of a young person with a disability.

b) Physical environment

The Write Time will, wherever practicable and necessary and subject to the terms of building leases, take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The Write Time will make itself aware of local services, including those provided through local authorities and the Learning and the Skills Council, for providing information in alternative formats when required or requested.

Action Plan

Where advised by the Health and Safety Manager, or via a Senior Manager's quality assurance visit, necessary actions will be determined by the Managing Director. These actions will be included in the Project Development Plan (see Quality Assurance policy).

Linked Policies

This plan will contribute to the review and revision of related policies, e.g.

- The Write Time development plan
- project development plans
- Quality assurance policy
- Equality, Diversity, and Inclusion policy
- Curriculum and delivery policies.

Note

This plan recognises that The Write Time premises have limitations in terms of access for physically impaired people. This is due to the type and nature of the property.

TWT DDA/Accessibility Plan

Document Control

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Delivery				
Targets	Strategy	Outcome	Timeframe	Responsibility
All teaching/delivery staff to have training as appropriate on further differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of pupils with specific learning difficulties with regards to accessing the curriculum	Monthly CPD Sessions – staff development needs to be identified through individual staff performance plans	Headteacher, MD/ Governance
All out-of-school activities are planned to ensure the participation of the whole range of pupils (including those with ESBD)	Review all off project provision to ensure compliance with legislation	All off project activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Full review of compliance of activities undertaken at the end of the academic year, issues raised and discussions to take place with providers	Headteacher/MD
Teaching areas are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support individual learning styles	Individual learning plans consider the learning preferences of young people	Half termly – assesses via pupil plans	Headteacher
Raising Awareness of Disability Issues	Discuss perception of issues with staff in team meetings and at regional planning – formal DDA input annually	Increased awareness of issues facing young people and staff with a barrier to learning	First whole team DDA input during planning sessions leading to revised plan for projects and Operations area	MD/ All staff

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Support for specific disabilities – i.e., partially sighted, hearing impaired	Establish protocols with Local Authorities regarding specific support for pupils.	Agreed procedure in place with LA	Protocol in place	Headteacher/ MD
Accessibility				
Targets	Strategy	Outcome	Timeframe	Responsibility
Provision for people with a disability to access education	Procedure for all students with physical disability to receive education. This includes all examinations and assessments, both public and TWT internals.	Plan in place for changing delivery centre of curriculum to specific groups where necessary to ensure access. Arrangements are made for 1:1 therapy sessions where the upstairs area cannot be accessed, using available rooms in the main school block or the downstairs area of the therapies block. Where PE sessions cannot take place outside and there is a student with physical disability in the group, the sessions will be	Monthly CPD Sessions	Headteacher/ MD

		theory-based in the main building in the classroom.		
Full access to whole TWT site for those with physical disabilities and those who are partially sighted	Dedicated school-site lift exclusively for use by students/ visitors who require access to it due to disability. Lift to include braille signage/ instructions. Key for lift to be kept at school reception to ensure only those who need access to the lift always have full access to the lift.	Provide training to school administration on use of lift facilities and assistance that may be required. Whole site is ramp accessible (for wheelchair users) from external entry points (through side entrance). In the new therapies block, use of wheelchairs is allowed in the downstairs area, where all classrooms are located to ensure access to day-to-day learning. Arrangements to accommodate sessions in accessible spaces for 1:1 therapy sessions as above.	In place	Headteacher/ MD

		Where PE sessions cannot take place outside and there is a student with physical disability in the group, the sessions will be theory-based in the main building in the classrooms.		
Emergency Evacuation procedure in place for those onsite with physical disabilities	Provide Evac Chair for emergency evacuation of people who require it – providing safe exit of building in the event of an emergency/ lift being defective	Provide training to staff on safe use of Evac Chair	In place	
Disabled access to WC facilities	Provide disabled access WC facilities on ground floor	Full disability accessible WC facilities located on ground floor of school building	In place	Office Lead/ MD