

Accessibility Plan

Believing in Excellence means that the school has key values that all members of our school community live by. These are:

- Respect;
- Resilience;
- Responsibility.

These values apply to three important spheres of life:

- Believing in Excellence for ourselves;
- Believing in Excellence for others;
- Believing in Excellence for our environment.

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| Date of Policy | September 2016 |
| Date agreed by Governing Body | November 2016 |
| Date of next review | September 2019 |
| Lead Member of Staff | Jon Brown, Resources Manager |

Introduction

This plan is compliant with current legislation as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility

Definitions

Disability

The DDA uses a very broad definition of disability “A person has a disability if he/she has a physical or mental impairment that has a substantial and long term negative effect on his or her ability to carry out normal day to day activities”

Education and associated services

This is a broad term which covers the whole life of the School. “It covers not only the curriculum, teaching and learning but school clubs and activities, break and lunchtimes, school sports, school policies, exam arrangements and preparation of leavers for their next phase of education”

Objectives

- To increase the extent to which disabled persons (as broadly defined by the DDA) can access and participate in the School’s curriculum.
- To improve the School’s physical environment so that disabled persons can take advantage of the education and associated activities offered.
- To endeavour to ensure that disabled persons have access to School communications.

Principles

- Compliance with the DDA is consistent with the School’s aims and Governors and Staff will have regard for its aims and above objectives when carrying out their duties.
- The School will therefore endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.
- Reflect the anticipated and actual needs of the School’s community in its broadest definition and the needs will be ascertained through discussion with the School’s Leader of Inclusion/SENCO.
- The School recognises that disabled individuals, parents of disabled students and voluntary organisations working with the disabled will have knowledge and experience that can help inform the School’s actions.
- The School will continue to seek the advice of outside agencies, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.

Improving access to the physical environment

| Targets | Action | Timescale | Success Criteria |
|--|---|-----------------------|---|
| To make external environment safer for those with visual impairment | To continually update markings. Paint stripes on edge of external steps | On-going | Clear markings |
| To make external environment safer for those with physical difficulties | To monitor the condition of flat surfaces around the school. To follow advice from outside agencies in relation to students with physical difficulties. | On-going | Surfaces and ramps will be in place where possible |
| To make internal environment safer for those with visual and impairment and physical difficulties. | Liaise with outside agencies for funding and advice to ensure access for all. | On-going | Access around the school is easier. |
| As part of the school's ongoing site maintenance programme, the needs of disabled people will be considered. | Mandatory current legislation regarding DDA is taken into account for both maintenance and development. | On-going | Where possible, School complies with mandatory legislation |
| All building work has considered accessibility guidance. | Ensure relevant staff and contractors are aware of accessibility around the school site. | On-going | Information provided to staff via e-mails/briefings and contractors briefed |
| Improve access to the school | Review school access areas so accessible to all and put in waiting chairs for visitors Put up welcome sign in different languages | On-going | Parents/carers/visitors feel more welcome. |
| Ensure all fire escape routes are suitable for all | Fire evacuation plan reviewed and distributed annually to staff. Take advice from outside agencies. | Review each September | Fire drills take place during the school year and review to ensure fire plan is successful. |

Improving access to the curriculum

| Targets | Action | Timescale | Success Criteria |
|--|---|-----------|---|
| To ensure all students have greater access to the curriculum and staff aware of available resources. | <p>SENCO/Leader of Inclusion provide intervention programmes for specific groups.</p> <p>SENCO/Leader of Inclusion & Deputy Head to regularly monitor performance of students.</p> <p>School Leadership Team to support departments in providing a challenging curriculum for all students</p> <p>A variety of interventions deployed to support the progress of students underachieving in the vulnerable groups</p> <p>SENCO/Leader of Inclusion to ensure exam arrangements are organised and any student adjustments met eg scribes</p> | On-going | <p>Staff can be observed to use a range of appropriate teaching strategies.</p> <p>Progress of students in the vulnerable groups is in line with or better than targets</p> |
| Ensure staff have access to specific resources and training where required | Training to be reviewed in staff annual reviews and meetings. Resources to be reviewed by key staff (SENCO/Leader of Inclusion & SLT) | On-going | Raise confidence of staff and raise progress in student progress |
| Ensure school trips are accessible to all | Staff to review trips organisation, liaise with organisations and ensure educational visits documentation complete including risk assessments. | On-going | All students in school able to access school trips and take part in range of activities. |
| Inclusive discussion of access to curriculum in reviews | Develop strategies in EHCPS to meet student needs | On-going | Parents/carers discussion |

Improving access to information

| Targets | Action | Timescale | Success Criteria |
|--|--|---------------------|---|
| To improve staff knowledge and understanding of student disabilities. | The school to maintain a register detailing the individual needs of students. Staff meetings and documentation available to staff to ensure all aware of student needs and requirements. | September each year | Documentation and communication is kept up to date for staff. |
| To ensure up to date, user friendly, but secure access to the School's SEN register, student's Educational Health Care Plans (EHCPs), looked-after children and other related information. | Staff access to the school's network. Staff training and guidance in use of SIMS to access SEN information. | On-going | All staff have secure access to SIMS. |
| Staff to be better informed on how to respond when challenged by students in a potentially volatile situation. | Strategies created for school responses. These will explain disabilities, typical behaviour patterns and give advice on appropriate actions to take. | On-going | Staff to understand and demonstrate strategies including use of SIMS where necessary. |
| Review information to parents/carers | Review website to see if alternative language can be used and review newsletters for different formats | On-going | Parents/Carers feedback and number of hits on website |
| Produce SEN Local Offer: SEN information report which is accessible to parents/carers | Ensure annual review of offer | September each year | Increased confidence of parents/carers with SEND to support their children's education. |