

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.

Date of Policy	March 2019
Date agreed by Governing Body	May 2019
Date of next review	March 2022
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.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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 Leaders of Inclusion/SENCO.
- The School recognises that disabled individuals, parents of disabled pupils 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 pupils 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	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 pupils have greater access to the curriculum and staff aware of available resources.	<p>SENCO/Leaders of Inclusion provide intervention programmes for specific groups.</p> <p>SENCO/Leaders of Inclusion & Deputy Heads to regularly monitor performance of pupils.</p> <p>School Leadership Team to support departments in providing a challenging curriculum for all pupils</p> <p>A variety of interventions deployed to support the progress of pupils underachieving in the vulnerable groups</p> <p>SENCO/Leaders of Inclusion to ensure exam arrangements are organised and any pupil adjustments met eg scribes</p>	On-going	<p>Staff can be observed to use a range of appropriate teaching strategies.</p> <p>Progress of pupils 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/Leaders 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 pupils 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 pupils. 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 pupils 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.