



Access Plan (WHOLE SCHOOL)

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| Approved | December 2016 | | |
| Review Date | September 2018 | | |
| Signed (Headteacher) |  | Name | V. Povey |
| Signed (Chair of Local Governing Body) |  | Name | J. Brunton |

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010, as amended by the Children and Families Act 2014, which places a duty on all schools to plan to increase over time the accessibility of the school for disabled students and to implement their plan.

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students," issued by the DfES in July 2002.

Definition of Disability

Disability is defined as follows by the Equality Act 2010:

"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."

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEN. Some children defined as having SEN, who for instance may have a behavioural difficulty, may not be defined as being disabled. The plan addresses the needs of children with learning difficulties and disabilities.

Planning Duty

The school recognises its duty under the Equality Act (as amended by SENDA):

- Not to discriminate against disabled students in its admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably.
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan
- To commit itself to an inclusive curriculum and increasing access to the school's facilities for all by:-

- 1. Increasing the extent to which disabled students can participate in the school's curriculum.** This 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.
- 2. Improving access to the physical environment of the school.** This covers improvements to the physical environment of the school and physical aids to access education.
- 3. Improving the delivery of written information to disabled students.** This will include planning to make the written information that is normally provided by the school to its students available to disabled students.

1. Curriculum

- A range of intervention programmes are available to support children with learning difficulties and disabilities
- School visits and clubs are available to all students.
- There is a full and varied programme to support transition. Both internal and external services operate from within school to support students and enable inclusion, eg Learning Mentors, coaches
- Some students with learning difficulties have Teaching Assistant support.
- Students with learning difficulties and vulnerable students can have help with Homework by attending the Homework club or lunchtime clinics
- Students may have special exam arrangements in line with Joint Curriculum Qualification guidance.

- Students with recording difficulties may have electronic aids or scribing arrangements.
- Students who have difficulty accessing text will be provided with text in alternative formats.
- SENCO works closely with outside agencies including teacher of Visually Impaired students, Hearing Impaired students, Inclusion Support Services, Teacher of Autism, Teacher of Physical Difficulties, Teacher of Medical Needs, and Educational Psychologists.
- Ongoing INSET provides staff with information regarding SEND.
- Students with literacy difficulties may have extra tuition.
- Students in KS4 may follow Entry Level qualifications in Maths and English and a range of other subjects.
- KS4 students may follow ASDAN CoPE qualification, reducing GCSE workload and accrediting portfolio work.
- Consultation regarding return to school after temporary disablement access. Risk Assessment. First aid issues, adult peer support: adjusted timetable.

2. Physical Environment

- Two disabled parking spaces are provided. Paths from these provide flat or ramp access to both sides of the site. Steps and edges are marked. All entrances to school are wheelchair accessible
- There is a separate wet room and changing room available for students who request this.
- Some corridors can become very congested.
- The emergency evacuation system is auditory only (not visual).
- Most external doors are fitted with one leaf wider than the other to improve wheelchair access.
- Disabled toilets provided in the main area of the building
- Disabled showers in disabled toilet area.
- All classrooms are carpeted.

- There is a facility for students to receive help with changing if necessary, or to come to school in clothes which enable them to access the full programme of the school.

3. Written Information

- School is experienced in providing written information in enlarged format.
- The school aims to keep up to date with available technology and practices to support individual students with learning difficulties or disabilities, drawing on advice from the Support Services.

Policies

Compliance with the Equality Act is consistent with the school's aims and policies. The Access Plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan.
2. The plan will be informed by feedback from parents, students and people with disabilities.
3. The plan will be kept under review and revised as necessary. The Governors will achieve this through the Student Performance Committee.
4. The plan will be published on the school website along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections.

ACTION PLAN: SCHOOL ACCESS PLAN Date (to cover 2016 - 2017)

| | TARGETS | STRATEGIES/ WHO RESPONSIBLE | OUTCOMES/ SUCCESS CRITERIA | TIMESCALE | GOALS ACHIEVED |
|---|---|------------------------------------|--|------------------|-----------------------|
| Access to the physical environment | To consult with a small group of PD young people to audit their views and suggestions. | VP/EST | To consider suggestions and act upon if possible. | January 2017 | |
| Access to the physical environment | Ensure that all signage in the new building has braille | VP | To ensure all can access all areas of the school environment | January 2017 | |
| Access to the curriculum | Continue to offer breadth/depth of curriculum Explore the curriculum opportunities for KS4 | PW | Development of CoPE programme or alternative. | March 2017 | |
| Access to information in alternative formats | Aim to improve accessibility of information on website. | AD | Improved information. | March 2017 | |