



SANDY UPPER SCHOOL ACCESSIBILITY PLAN 2017-2018

Introduction

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against students because of their sex, race, disability, religion or belief and sexual orientation”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Ultimately, as a school we must:

1. carry out accessibility planning, removing barriers for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010
2. increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary
3. improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
4. improve the availability of accessible information to disabled students

We will also need to have regard to the necessity to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan or SEND Information Report. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The school will endeavour to meet the highest expectations of its students, parents and guardians, as well as make the community proud. It will seek to achieve the highest standards of teaching and learning, whilst enabling its young people to follow interests outside of the curriculum. Committed to comprehensive education, we are passionate about the outcomes for all students, irrespective of personal circumstance, and, indeed, with particular reference to personal circumstance.

Identification and Context

The school keeps a register of students with Educational Health Care Plans (formally statements of Special Educational Needs) and students requiring SEND support, in accordance with the 0-25 Code of Practice for SEND.

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, mental and emotional health**
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The progress of these students is monitored at least half termly. Students with an Education Health Care Plan will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least half termly.

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

Monitoring of Progress

We already maintain a profile of SEND students on SIMs, and use this to evaluate our strengths and weaknesses in addressing their need.

Evaluation of progress will be based on:

- Attendance data
- Behaviour/reward data
- Academic Tracking including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Post 16+ placements

CPD will be linked into training need as identified from audits of staff needs via Appraisal, SEND lesson sampling and monitoring of use of Personal Achievement Plans and Education Health Care Plans.

The main priorities in the school's Accessibility Plan

- 1. Increasing the extent to which disabled students can participate in the school curriculum*
- 2. Ensuring maximum achievement*
- 3. Remove physical and institutional barriers*
- 4. Improve access to information*

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

Since September 2014 the school was equipped for:

- disabled parking and access to the school.
- access to reception areas including a low service counter
- disabled toilets
- lift access to the majority of the school site
- wheelchair access to the majority areas of the schools
- appropriate classroom furniture

Our effectiveness in allowing students to access all aspects of the learning process is reflected in our school's values. Allied to this:

- examination concessions are recommended by SEND staff and instigated by SEND staff, in liaison with the Examinations Officer (EO). The EO will also instigate physical accessibility amendments.
- students' needs are made known to staff via PAPs and EHCPs.
- help and advice is available from the SENCO/SEND staff.

Planning process

Input to the Accessibility Plan will be from the Principal, who will be responsible for reviewing it annually and reporting back to the Governors Sub- Committee.

Coordination

- The school will maintain a three year Accessibility Plan Grid covering curriculum, physical and written accessibility.
- Physical access to the school and the environment of the school is planned via the School's Develop Plan.
- The Senior Leadership Team and Governors will ensure that compliance is ongoing.
- The school will work in partnership with the Local Authority in developing and implementing the Accessibility Plan.

Access to the Accessibility Plan

The plan will be available via:

- the school's website or in hard copy upon request.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum policy
- Critical Incident support Plan
- Equal opportunities policy
- Health and Safety policy
- School prospectus
- School Improvement plan
- Special Educational Needs Policy
- Staff Development Policy

Accessibility Action Plan 2017/2018

Aim 1 To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| SHORT TERM | To review all statutory policies to ensure that they reflect inclusive practice and procedure. | To comply with the Equality Act 2010 | Ongoing 2017/18 | Principal All subject leaders | All policies clearly reflect inclusive practice and procedure. |
| | To establish close liaison with parents | To ensure collaboration and sharing between school and families | Ongoing throughout 2017/18 | Principal All teachers | Clear collaborative working approach |
| | To establish close liaison with outside agencies for students with ongoing health needs. | To ensure collaboration between all key personnel | Ongoing throughout 2017/18 | Principal LSAs Outside agencies | Clear collaborative working approach |
| | To ensure full access to the curriculum for all children. | Full access to the curriculum: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • The use of levels/targets to assist in developing learning opportunities for students and also in assessing progress in different subjects • A range of support staff including trained LSAs • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment – where possible | Ongoing | Teachers | Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum. |

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| | | <ul style="list-style-type: none"> • Specific equipment sources from occupational therapy – where necessary. • Laptops to be provided for students to help support their needs and fully access the curriculum. | | | |
| MEDIUM TARGETS | To finely review attainment of all students with SEND | SENCO/Class teacher meetings/student progress Scrutiny of assessment system Regular liaison with parents | Termly | Class teachers SENCO | Review and update PAPs targets Provision mapping shows clear steps and progress made |
| | To monitor attainment of Able, G&T students | Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list | Ongoing Annually | Vice Principal – Achievement, T/Leader for Gifted & Talented | Able G&T children making proportionate progress. Achieving above average results |
| | To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Training for relevant staff • Giving alternatives to enable disabled students to participate successfully in lessons • Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people | Ongoing | Whole school approach | Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled students, parents and staff are represented within the school. |

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| | To improve information being received | Look at alternative ways of providing information – e.g. audio versions for the visually impaired and improve signage | 2017/18 | SENCO, Vice Principal Teaching and Learning and Achievement | All students are able to access all information in and outside lessons |
| LONG TERM | To evaluate and review the above short and long term targets annually | See above | Annually | SLT, Curriculum Leaders Governors | All children making good progress |
| | To deliver findings to the Governing Body | Finance and Premises and Curriculum Governors meetings | SEND Governor/SENCO meetings | SENCO SLT/SEND Governor | Governors fully informed about SEND provision and progress |

Aim 2: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| S H | Improve physical environment of school environment | The school will take account the needs of students, staff 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 and colour schemes, and more accessible facilities and fittings. | Ongoing | SLT | Enabling needs to be met where possible. |
| | Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas | Ongoing | Teaching and non-teaching staff | Lively and inviting environment maintained. |
| | Ensuring all with a disability are able to be involved. | <ul style="list-style-type: none"> • Create access plans for individual disabled children as part of PAP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings, etc. • Include questions in the confidential student information questionnaire about parents/guardians access needs and ensure they are met in all events | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible. |
| | To ensure that the medical needs of all students are met fully within the capability of the school | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. | With immediate effect to be constantly reviewed | Principal Occupational health | |

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| <p>Ensuring disabled parents have every opportunity to be involved</p> | <ul style="list-style-type: none"> • Utilise parking spaces for disabled to drop off and collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled parents | <p>With immediate effect to be constantly reviewed</p> | <p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p> | <p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p> |
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Aim 3: To improve the delivery of information to disabled students and parents

| | Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| SHORT TERM | To enable improved access to written information for students, parents and visitors | <ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties • Raising awareness of font size and page layouts will support students with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access • Auditing signage around the school to ensure that it is accessible to all is a valuable exercise. | With immediate effect to be constantly reviewed | Whole school staff | Ensuring accurate and appropriate information sharing in order to cater for needs as they arise. |

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| MEDIUM TERM | To review children's records ensuring school's awareness of any disabilities | <p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher • Annual reviews • PAP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom noticeboard/ information kept in separate file in staffroom | Annually | SLT Office Staff | Each teacher/staff member aware of disabilities of children in their classes |
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