

Accessibility Plan – 2017-2020

DRAFTED BY:	ACO	STATUS:	Statutory
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1. Planning Duty 1

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

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
1. To ensure that there is an early identification of students with disabilities	<ul style="list-style-type: none"> To screen students transferring from primary school and make staff aware of the needs of students with disabilities. To provide referrals for assessment/diagnoses of students joining the school who have not been diagnosed as disabled or who may join the school part way through a school year. 	<p>Students, parents/carers and staff have an accurate diagnosis of a student's requirements.</p> <p>This should lead to the appropriate provision being made available in school e.g. dyspraxic students and those on the autistic spectrum.</p>	Continuous assessment of need	<p>SENDCo (CAT) to oversee the identification and referral of students who may be disabled.</p> <p>Staff to refer students to the SENDCo if they have concerns about their disabilities.</p> <p>New cycle of work.</p>
2. Training for all staff on differentiation of the curriculum	<ul style="list-style-type: none"> Ongoing training for staff on differentiation of the curriculum, in particular for new colleagues. Inset session arranged on student learning needs and support. 	Curriculum presentation and assessment improved for students requiring differentiated material - especially those with learning, behavioural and sensory needs.	Continuous advice and training given by SEND staff.	<p>Faculty plans.</p> <p>Schemes of work.</p> <p>SEND Policy.</p> <p>Staff Development Policy.</p> <p>Regular briefings to staff regarding individual students.</p>

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
3. Accessibility of differentiated resources to be made more widely available	<ul style="list-style-type: none"> Departments to make differentiated materials available to all staff in their departments by keeping resources in an accessible area (Office 365). 	Wider range of resources available for students	On-going	Department list of resources. Regular updates.
4. Examination arrangements for students with disabilities	<ul style="list-style-type: none"> Early identification of disabled students by SEND staff. Provision of appropriate assessment / examination material within school assessments and external assessments. 	Appropriate examination assessment provision to be made available to disabled students.	Already in place but provision to be extended for school assessments.	SEND Policy. In place.
5. Provide additional extra homework support for students with disabilities	Make Homework Study Club accessible for students by including staff from Learning Support Department	Improved quality of homework	On-going	Homework Club Student Planners. Support given where required.
6. To identify and make appropriate provision for students with disabilities to be included on school trips, unless there are severe health and safety considerations that cannot be overcome.	<ul style="list-style-type: none"> Identification of the needs of disabled students and the meeting of those needs e.g. additional staffing or staff training (e.g. students with epilepsy and severe allergies). In severe cases where a risk assessment has been carried out and the needs of students cannot be met alternative strategies may be put in place e.g. alternative visit or material. Parent/carer advice/co-operation to be sought when making decisions about school visits. 	Staff in charge of trips to consult the relevant co-ordinators.	On-going	School Trip Co-ordinators to be consulted. In place for all trips. Liaison with pastoral team in place.
7. To ensure that multi-agency support for students with disabilities is initiated appropriately.	<ul style="list-style-type: none"> Inclusion staff to highlight concerns to LSI/CAT. Appropriate referrals to be made to focus support. Examples may include Social Services, N-gage, Yisp. An Early Help Assessment may be initiated to ascertain full need and support. 	Increased support for students and families.	On-going	LSI/CAT to oversee the identification of need and the appropriate referral agencies. In place.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
8. To make students more aware of the range of students with disabilities within their school community and to enable them to consider the needs of disabled peers.	<ul style="list-style-type: none"> To enable students to participate in developing an inclusive ethos in the school. PHSE/Citizenship lessons to include elements on students with disabilities. 	Students to become more aware of the role they can play in supporting a range of disabled students and recognising their needs, skills and talents.	On-going	PHSE lessons Citizenship support including a range of students in school activities.
9. To improve the facilities available in the Medical Room for disabled students.	<ul style="list-style-type: none"> Medical Staff to receive ongoing training. School staff to be offered INSET leading to a First Aid qualification. Specific training to be made available for staff teaching students with severe medical needs, e.g. Epi-Pen training for severe allergies; defibrillator training. Improved facilities to be made available in the medical room e.g. increased confidentiality/privacy. 	Improved facilities to be made available to students with disabilities.	On-going	First Aid courses INSET programmes School building programme. On-going training for welfare. First Aid training to be widened for a range of key staff. Completes annually. Epi-pen training completed annually. Defibrillator installed and training completed annually
10. To encourage students to walk or cycle to school where appropriate	<ul style="list-style-type: none"> Students with disabilities to have increased access to cycle facilities 	Increased levels of independence	On-going	School Travel Plan. Updated.
11. Admissions Policy to identify and support the needs of students with disabilities on the school roll.	<ul style="list-style-type: none"> Initial admissions interview to request information from parents/carers and students about any disabilities. This information to be treated sensitively and made available to staff on the basis of "need to know". Some information may be treated as extremely confidential and not released to all staff. 	Relevant information is gathered by the school and communicated to relevant staff, as necessary.	On-going.	Deputy Head (admissions) SENDCo Welfare Officer Pastoral Staff to ascertain any student disabilities. In place.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
12. Exclusions Policy to recognise the needs of students with disabilities and to provide appropriate support plans/programmes.	<ul style="list-style-type: none"> Relevant staff to be involved in drawing up a Pastoral Support Programme e.g. SENDCo, Pastoral Leader. This will identify the needs of a student and match them with specialised provision. 	Students at risk of exclusion will be assessed and given a range of additional support in the school.	Already in place but a wider range of staff to be involved in planning student support via the Social Inclusion Team, Pastoral Support Managers and Connexions Team.	Deputy Head (Students) SLT Pastoral Staff. <i>In place and considered.</i>
13. Department plans to recognise the needs of students with disabilities and the additional support that may be required.	Line Management meetings to provide an additional focus for planning to meet needs of students with disabilities.	Increased levels of inclusivity in school.	On-going	Curriculum Leaders Line Managers Staff <i>SLT/Welfare advice in place.</i>
14. Staff Development Policy to identify the training needs of staff in educating/ supporting students with disabilities.	School INSET budget to provide opportunities for staff to increase their knowledge of inclusive education.	Improved personal knowledge and expertise.	INSET programme.	Deputy Head - Staff Development Deputy Head - Inclusion SENDCo. <i>In place.</i>
15. Equal Opportunities Policy to highlight the needs of students with disabilities. Also, the school's responsibilities and commitment to provide an inclusive environment. This is to enable students to develop their personalities and educational skills, with appropriate support.	<ul style="list-style-type: none"> All staff to receive a copy of the school's equal opportunities policy. Information concerning student disabilities and support advice to be available on website. 	<p>Increased staff awareness of the wide range of conditions classed as "disabled".</p> <p>Staff to be better informed of the rights of disabled students and staff, responsibilities to the inclusive ethos of the school.</p>	Continuous development.	Equal Opportunities Policy Learning Support Department Student Information booklets (Learning Passports). <i>In place.</i>

2. Planning Duty 2

Improving the physical environment of the school.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
1. When decorating the physical environment, consider appropriate colour schemes to benefit students with visual impairments.	Seek relevant advice on appropriate colour schemes for students with severe visual impairment.	As classrooms are re-decorated they become more accessible to students with impairments.	On-going.	HT/DHT/Resources In place.
2. As carpets are replaced they should be replaced by flooring that is more accessible for wheelchair users.	<ul style="list-style-type: none"> Appropriate flooring to be considered e.g. carpets are replaced with low pile, high-density carpets for students requiring wheelchair access. Corridor flooring to be vinyl. 	Replacement carpets are considered to allow wheelchair users greater access.	On-going	HT/DHT/Resources Humanities block. Perf Arts corridor. New block.
3. Improved accessibility to be provided for physically disabled students.	<ul style="list-style-type: none"> Installation of a lift in the main school. Stair rails to be installed where there are gaps in provision. 	Increased sense of security/well-being for physically disabled students.	On-going	HT/DHT/Resources Lift installed in main building 2018 and new block 2018
4. Improved lighting for students with a visual disability when upgrading areas.	Seek advice if required.	Increased visual awareness for students with a severe visual disability.	On-going	HT/DHT/Resources LED lighting programme, includes automatic sensors.
6. Improve physical access to the school building for wheelchair users.	<ul style="list-style-type: none"> Ensure intercom bell works effectively. Ensure that designated parking area is kept reserved for disabled users. 	Increase accessibility to the school for disabled students/visitors.	On-going	Further consideration required for Gate Entry
8. Planning for new building to incorporate access for disabled users	Liaise with school architect at an early stage of planning	Incorporate a lift and improved access to the proposed new building.	On-going	Planning documents. In place.

3. Planning Duty 3

Improving the delivery of information to students with disabilities.

TARGET	STRATEGIES	OUTCOME	TIME FRAME	REFERENCE
1. Written materials to be made available in alternative forms.	School documents to be made available in large print for students / parents with visual impairments.	Increased school/student/parent communication.	On-going	Equal Opportunities Policy. Facility in place if required.
2. Training for all staff on differentiation of the curriculum	<ul style="list-style-type: none"> Ongoing training for staff on differentiation of the curriculum. Inset Session arranged on student learning needs and support. 	Curriculum presentation and assessment improved for students requiring differentiated material - especially those with learning, behavioural and sensory needs.	Continuous advice and training given by SEND staff.	Faculty plans Schemes of work SEN Policy Staff Development Policy. In place.
3. Accessibility of differentiated resources to be made more widely available	Departments to make differentiated materials available to all staff in their departments by keeping resources in an accessible area.	Wider range of resources available for students	On-going	Department list of resources
4. Establish contact arrangements with Exam Boards / National Curriculum Agencies in order to request special arrangements for disabled students.	Identify the needs of students and make early requests to examining authorities. Such requests may include enlarged exam papers, taped copies of tests, additional time allowances, rest breaks, use of scribes and word processors.	Students are given a wide range of resources to enable them to reach their intellectual ability.	Ongoing	SEND Policy Equal Opportunities Policy. In place.
5. Provide suitable information technology equipment and training for disabled students.	Assess the need of students. Provide specialist IT training. Consult the Local Authority Special Educational Needs IT Adviser to provide the most appropriate IT equipment (software and hardware).	Students are given the technology to develop their educational opportunities.	Ongoing	SEND Policy Equal Opportunities Policy. In place although funding harder to access.

4. Retention and Data Protection

Through the application of this policy, the School may collect, process and store personal data in accordance with our data protection policy. We will comply with the requirements of the Data Protection Legislation (being (i) unless and until the GDPR is no longer directly applicable in the UK, the General Data Protection Regulation ((EU) 2016/679) and any national implementing laws, regulations

and secondary legislation, as amended or updated from time to time, in the UK and then (ii) any successor legislation to the GDPR or the Data Protection Act 1998). Records will be kept in accordance with our Privacy Notices, our Retention & Destruction Policy and in line with the requirements of the Data Protection Legislation.

5. Reviewing

The governing body will review the policy as required or every three years, to ensure the effectiveness of the procedure and make changes where necessary.