
POLICY ON:	ACCESS PLAN
Member of Staff Responsible for the Policy:	Gail Naish
Date on which this Policy was last reviewed:	May 2021
Date by which this Policy is to be reviewed:	May 2024
Dissemination of the Policy:	All Staff, Parents (via website), Governors

Introduction

This plan is drawn up in accordance with the Public Sector Equality Duty (PSED)in the Equality Act 2010, as supported by the statutory guidance in Section 6.79 of the SEND code of practice (January 2015.) This places a duty on all schools to plan to increase over time the accessibility of the school for disabled students and their parents/carers and to implement their plan.

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:

- 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, including Read/Write Inc, Paired Reading, Catch up literacy and numeracy.
- All students are encouraged to take part in a range of physical activities including disability sports.
- School visits and clubs are available to all students. In addition, vulnerable students are offered some bespoke clubs including Lego therapy, Social group, and Art club.
- 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 and participation.
- Some students with learning difficulties have Teaching Assistant support through individual or group interventions and or via in-class support.
- Students with learning difficulties and vulnerable students can have help with Extended Learning by attending the Library at break, before or after school – additional TA support is available to support Extended Learning at this time. This P6 provision supports a wide range of learners.
- Students may have special exam arrangements in line with Joint Curriculum Qualification guidance.
- Students with recording difficulties may use laptops or have scribing arrangements.
- Students who have difficulty accessing text will be provided with text in alternative or modified formats.
- The SENDCO works closely with outside agencies including Specialist teachers from the Hearing impaired, Visually Impaired, Physical Disability, Speech and Language and Autism services as well as colleagues from CAMHS, NHS and Educational Psychologists.
- Ongoing training provides staff with information regarding SEND.
- A small group of Key Stage 3 are disapplied initially from Modern Foreign Languages in order to have additional support for their literacy needs. This provision is reviewed carefully in consultation with parents/carers
- Students in KS4 may follow Entry Level qualifications in Maths and other subjects where available.
- Some vulnerable KS4 students may follow the AQA UNIT AWARD certification or alternatives to MFL GCSE , reducing GCSE workload and accrediting portfolio work

- There is consultation with the pastoral teams and SENDCO regarding students who return to school after temporary disablement around their access, any risk Assessment, first aid issues, adult peer support or potential adjusted timetable.

2. Physical Environment

- Six 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 except: the back door to the staffroom, the east exit from Wilberforce House and one secondary access route to the Dining Hall.
- A sound field system is installed in the main hall to enable Hearing Impaired students to access school assemblies fully.
- There is a separate wet room and changing room available for students who request this.
- Access to Sports hall is flat but one of the four changing rooms is not accessible.
- Some corridors are old and very congested.
- Colour contrasting décor is part of ongoing maintenance programme, along with marking of steps and kerb edges. This was refreshed in summer 2018 on transition of a Y7 visually impaired child.
- 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.
- Four electronically operated doors provide access to the buildings at strategic areas.
- Lift access to all areas apart from the upper floors of two teaching blocks.
- Chair lift gives access to upper floor of library.
- Disabled toilets provided in: P Block, including a full hygiene room, the library, front of school, all weather pitch.
- Disabled showers in hygiene room and all weather pitch changing room.
- Some classrooms are carpeted.
- Additional signage (Braille) will be included in any new development.
- 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 or Braille 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.

Date of Review Two yearly

**Member(s) of staff responsible: Gail Naish, SENDCO
Mr P Mussell (Premises Manager)**

Governor(s) responsible: SEND Link Governor

Member(s) of staff responsible: Gail Naish, SENDCO

Mr P Mussell (Premises Manager)

SCHOOL ACCESS PLAN ACTION PLAN Date 2021-22

	TARGETS	STRATEGIES/ WHO RESPONSIBLE	OUTCOMES/ SUCCESS CRITERIA	TIMESCALE	GOALS ACHIEVED
Access to the physical environment	To consult with a small group of PD/VI/HI young people to audit their views and suggestions for improvements to the site.	GN PAM	To consider suggestions from the students and act upon if possible.	By September 2021	Covid impacted on some of this review.
Access to the curriculum	To continue to ensure offer breadth/depth of curriculum especially at KS4	GN GRL	Development of Unit Award and development of CYC Alternative provision for some of the most vulnerable learners	By Summer 2022	Cope provision has now been replaced. BTEC Enterprise course offered for some learners. A small group of students starting to access Alternative provision
Access to information in alternative formats	To continue to improve the accessibility of information on website.	GN AMR	Improved quality and range of information.	By summer 2022	Limited progress in development of website so far, but plans to improve.