

ACCESSIBILITY ACCESS PLAN

March 2018



THE PURPOSE AND DIRECTION OF THE SCHOOL PLAN

As a school we are committed to providing a physical and learning environment that provides access to a broad and balanced curriculum, irrespective of special need or disability. We have high aspirations for all our pupils and expect each to achieve and participate in all aspects of school life.

INFORMATION FROM PUPIL DATA AND SCHOOL AUDIT

The DDA defines a disabled person as someone who has a physical or mental impairment which has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. Using the definition, the range of disabilities currently experienced by our pupils includes physical, visual, hearing, communication, learning and medical.

VIEWS OF THOSE CONSULTED DURING THE DEVELOPMENT OF THE PLAN

We acknowledge the importance of consulting with all stakeholders (pupils, parents, staff and outside agencies) in order to improve our provision and this is included in our action plan.

The school will actively seek to improve access to services in the ways set out below and will maintain an action plan which sets out the steps the school will take to achieve this.

This action plan will be reviewed each year and up-dated where necessary to take account of improvements made, available resources and the changing needs of disabled members of our school community.

The plan sets out our proposals in the three areas required by the planning duties in DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum:
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

IMPROVING ACCESS TO THE CURRICULUM AND DELIVERY OF WRITTEN INFORMATION

Targets	Actions	Outcomes	Timescale	Responsibilities
1. Increase confidence of staff in differentiating the curriculum	a) Assign in-service time to training	Raised confidence of staff in strategies for differentiation and increased pupil participation	On-going Staff training during Spring & summer terms 2018	DH SENDCO CPD Lead
2. Ensure all staff are aware of disabled children's curriculum access	a) Maintain system of individual Student Profiles for disabled children. b) Maintain system for information to be shared with appropriate staff	All staff aware of individual pupils' access needs. Staff to have individual printed copy in SEN booklet plus access via SIMS	Maintain termly updates	SENDCO
3. Deliver PSHE and Citizenship curriculum to address disability equality issues	Planning and deliver PHSE sessions Plan and deliver assemblies across year groups	Specific Disability awareness sessions for Year 7 Assemblies during Disability Awareness Week	Spring term 2018 April 2018	PSHE and Citizenship Co-ordinator SEND Team
4. Ensure all staff are aware of, and able to use, SEN software and resources	Purchase and install software Training for staff and students on use	ReadWrite Gold is used across school to support reading access and for exams access	On-going	SENDCO, Literacy HTLA Exams & SIMS Manager & ICT Team
5. Ensure views of disabled students are heard and responded to.	Include views of students regarding access issues.	The needs of disabled students are being heard and acted upon where possible	On-going	PSHE and Citizenship Co-ordinator & School Council

IMPROVING THE SCHOOL ENVIRONMENT

All school buildings are wheelchair accessible, have lifts for accessing the upper floors and contain disabled toilets. Disabled parking spaces are available on the Sports Hall car park.

Much work has been done over the last five years to improve the physical environment in the renovation of buildings and departmental areas across the school: all refurbishments have included contrasting colours on paintwork, improved signage and consideration given for the needs of disabled users and visitors.

Targets	Actions	Outcomes	Timescale	Responsibilities
1. Improve safety provision for disabled students and visitors	Implement disabled refuges in all upper floor locations	Improved safety	August 2018	Facilities Manager
Implement a range of adjustments to improve access for partially sighted students and visitors	Contrast paintwork Alternative egress from hallway Handrail amendments on stairway Contrast carpeting on sloping floor-way Purchase of enlarged computer monitors	Students are able to move around the sight with confidence and safety and access the curriculum effectively	In progress – completion by August 2018	Facilities Manager

To be reviewed March 2019