



Accessibility Plan 2017-19

Date of Policy	October 2017
Review Date	October 2019
SLT Link	Assistant Head Pastoral
Governing Body Link	SEND Governor

We believe that all children and young people should have the same protection regardless of age, disability, gender, racial heritage, religious belief, sexual orientation or identity. We are committed to anti-discriminatory practice and recognise the additional needs of children from minority ethnic groups and disabled children and the barriers they may face, especially around communication.

Signed
Helen Cullen
Headteacher

SCHOOL ETHOS AND VALUES

Our Christian values are at the heart of the ethos of the school and through these we grow individually and as a community. The Story of the Good Samaritan underpins our 7 core values of:

- Honesty
- Forgiveness
- Empathy
- Courage
- Resilience
- Kindness
- Respect

These core values underpin our policies, procedures and the way we treat one another in our community.

Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Sexey's School.

1. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy and related SEN information report;*
- *policy for Supporting students at school with medical conditions;* and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- SEN Offer
- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

2. Our vision and aims

Sexey's School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our students are provided with high quality learning opportunities so that each child achieves all that they can. We want all our students to feel confident and have a positive view of themselves.

We want our students with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantages faced by students with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our students and their families.

3. Current good practice

Identification

Sexey's School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our students' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Sexey's School has improved access to the curriculum for disabled students through the following means:

- using multimedia activities and interactive ICT equipment (iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those students that require this;

- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all students;
- staff INSET training regarding sensory impairments and the school environment;
- modifying worksheets and curriculum content into large font for students with a visual impairment (VI).

Physical Environment

Sexey's School has already improved the physical environment of the school to increase access for disabled students by:

- providing flat or ramped access to as many school entrances as possible;
- installing a wheelchair accessible lift to the upper floor(s) where practicable;
- dedicating a parking bays outside the 6th form centre for students and families, and visitors with a disability;
- providing an accessible toilet with shower and changing facilities;
- adding highlighting tape on many thresholds and steps, ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Information

Sexey's School already makes written information more accessible to disabled students through:

- modifying written information so that this is available in large print for students with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for students who benefit from this.

4. Implementation

Our Accessibility Plan shows how access to Sexey's School will be improved for disabled students (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help students with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled students are as prepared for life as their non-disabled peers;
- how we can encourage students with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to students with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with students, parents, staff and governors of the school and the Diocese. It will advise other school planning documents.

Sexey's School will work in partnership with the Local Authority and Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding students with disabilities are experienced.

Sexey's School's Accessibility Plan will be implemented by the Headmaster, Business Manager, Estates Manager, SENDCo and Assistant Head, Pastoral.

Sufficient resources will be allocated by Sexey's School to implement this Accessibility Plan.

5. Monitoring

The Sexey's School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors Pastoral & Welfare Committee.

The governing body, or proprietor will monitor Sexey's School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Sexey's School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Sexey's School complaints procedure covers the Accessibility Plan.

SEXEYS'S SCHOOL ACCESSIBILITY PLAN - 2016 to 2019 : Improving access to the curriculum

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>A CPD programme needs to be developed to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such students.</p>	<ol style="list-style-type: none"> 1. Whole school staff (including support staff) awareness training provided by local specialist nurse 2. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist 3. Students with epilepsy will be provided with an Individual Healthcare Plan in line with Supporting students at school with medical conditions. 4. Parents / carers of students with epilepsy will be invited to meet staff and explain the symptoms and how these affect the student, together with management strategies that have been tried and tested 	<p>Deputy T&L</p> <p>SENDCo</p> <p>SENDCo</p> <p>SENDCo</p>	<p>Annually</p> <p>Ongoing</p> <p>Within 2 weeks of a student arriving</p> <p>Within 2 weeks of a student arriving</p>	<ul style="list-style-type: none"> • Students and their families feel supported and their needs understood; • Students with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; • Students with epilepsy continue to achieve in line with their ability; • Teachers and support staff are confident in meeting the needs of students with epilepsy and know how to support them, including in an emergency.
<p>All out of school activities need to be planned in advance to ensure that all students with a disability are able to take part.</p>	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory 	<p>Head Master and responsible governor</p> <p>Senior Leadership Team</p>	<p>Annually</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how students with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Students with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting

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	<p>needs can be catered for, etc.</p> <p>3. Consider any reasonable adjustments required to enable students with a disability to take part in the out of school activities, including travel requirements.</p> <p>4. Purchase a minibus suitable for students with a physical disability</p>	<p>Individual class teachers and SENDCo</p> <p>Estates Manager</p>	<p>Ongoing</p> <p>October 2016</p>	<p>events</p> <ul style="list-style-type: none"> Students and their families feel included in out of school activities. Suitable transport is not a barrier to physically disabled students taking part in off-site activities
<p>Lessons must be timetabled in ground-floor classrooms and/or 1st floor, Hums block (lift available) and the student(s) provided with a key to the Hums lift</p>	<p>1. As soon as the school is made aware of the students admission, the timetable must be adapted to ensure the student has access to the required curriculum areas</p>	<p>Asst Head / Director of Studies</p>	<p>Prior to the students admission if possible</p>	<ul style="list-style-type: none"> Student(s) will be able to access all required curriculum areas according to their key stage
<p>Timetables must be adjusted to allow for 1:1 treatment or support</p>	<p>1. As soon as the school is made aware of the student's admission, the timetable must be adapted to provide periods for treatment eg physiotherapy; counselling etc. Attempts should be made so that the student does not miss the same curriculum</p> <p>2. lessons when accessing other services</p>	<p>Asst Head / Director of Studies</p>	<p>Prior to the students admission if possible</p>	<ul style="list-style-type: none"> Students requiring additional support can easily access other services if and when required
<p>A quiet "break-out space" is to be provided where disabled students can go for time out if required</p>	<p>3. The accessible lobby in the pastoral office is provided for this purpose and the pastoral office is staffed throughout the day</p>	<p>Deputy Head, T&L</p>	<p>As soon as the student is admitted</p>	<ul style="list-style-type: none"> Students who have difficulty attending all lessons and break times have a place to go in order to rest when necessary
<p>Height-adjustable desks and tables are to be provided where possible</p>	<p>4. There is a height-adjustable work-space in Food Tech but one for Science needs to be considered as part of future provision</p>	<p>Business Manager</p>	<p>As and when areas are refurbished unless room allows for additional table</p>	<ul style="list-style-type: none"> Students using wheelchairs have appropriate work-space and can be fully involved in practical lessons

SEXEYS'S SCHOOL ACCESSIBILITY PLAN - 2016 to 2019 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> • pedestrian access; • car parking; • external lighting. 	<ol style="list-style-type: none"> 1. Permanent ramp, with railings, to be installed in Music Block 2. Accessible car parking space to be designated and marked as disabled bay 3. Temporary ramps to be installed in areas identified as teaching or rest spaces for students with disabilities according to individual needs 4. External lighting to be regularly reviewed to ensure areas are well-lit 5. Site team to assist wheelchair users to move around the site if required 	<p>Business Manager & Estates Manager</p> <p>Estates Manager</p>	<p>31/8/16</p> <p>31/8/16</p> <p>Ongoing</p> <p>Termly</p>		<ul style="list-style-type: none"> • The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; • Students with disabilities and their families are easily and quickly able to access the school buildings

SEXEYS'S SCHOOL ACCESSIBILITY PLAN - 2016 to 2019 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<ol style="list-style-type: none"> 1. All written information available to students and their parents will be considered in detail by the SLT, parent links and the school council. Students with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future students during this exercise; 2. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 	<p>Senior Leadership Team, SENCO, parents, students and other staff where appropriate (e.g. Library and Reception staff).</p> <p>Head Master and SENCO</p>		<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled students in mind; • Disabled students and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled students and their parents is improved and meeting their requirements.
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</p>	<ol style="list-style-type: none"> 1. Whole school awareness training regarding methods of communication to aid learning/understanding for students with different needs; 2. Specific training for those developing written information for the school and class teachers supporting students with specific needs. 	<p>Deputy Head T&L</p> <p>Senior Leadership Team</p>		<ul style="list-style-type: none"> • Staff are aware of the different ways in which students take on and learn new information; • Thought is given to all future communication with disabled students in mind; • The school is more effective in meeting the needs of students with a disability; • Students with a disability and their parents feel welcome and confident that their needs are being met.