



ACCESSIBILITY PLAN

Review Body: FGB

Type of Policy: Statutory

Review Period: Every three years

Reviewed: September 2018

Next Review: September 2021

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Chair of Governors 14/11/2018

INTRODUCTION

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

This plan summarises our development priorities in the three areas specified by the Disability Act. The school is also committed to making reasonable adjustments for individual students to ensure all students can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

OBJECTIVES

- To ensure all disabled students are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled students and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

1. Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure compliance with Equalities Act 2010	Staff and governors informed of requirements and obligations of Single Equalities Act 2010, and of the Accessibility Plan	Sept 2018	Headteacher	OPGS actions are compliant with the Equalities Act 2010
Identification of SEND at a very early stage.	<p>Close liaison with Primary school</p> <p>Transition meeting with parents</p> <p>Provision maps completed</p> <p>IEP/EHC plans in place</p> <p>SEND register updated</p> <p>A structured and dedicated year 6-7 transition programme for vulnerable students</p> <p>Specialist advice and guidance to support Post 16 transition</p> <p>Specialist advice and guidance students admitted to the school mid-way through a key stage</p>	July in year preceding admission	SENCO DOS	Strategies in place and environment prepared for student on admission
Effective approach to multi-agency support to achieve consistency	School support closely co-ordinated with outside agencies	On-going	SENCO	Joined up thinking meaning individual student is fully supported

<p>Increase confidence of staff in differentiating the curriculum for students with a disability</p>	<p>Train staff in differentiating the curriculum for students with a disability Communicate strategies via email and meetings</p>	<p>Ongoing due to staff turnover and arrival of new students</p>	<p>SENCO SLG</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p>
<p>Ensure Learning Support team members have access to specific training on disability issues</p>	<p>Identify training needs and access relevant training Where appropriate obtain specialist advice for other professions (eg speech and language, hearing impaired service) on how to adapt the curriculum and teaching strategies to adopt to support individuals</p>	<p>Ongoing due to arrival of new students</p>	<p>SENCO SLG</p>	<p>All members of the Learning Support Team are fully trained and have the necessary up to date knowledge regarding support strategies for students with additional needs</p>
<p>Ensure all staff are aware of disabled students' curriculum access</p>	<p>Dissemination of information via individual pupil portraits on SLG and email updates. Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback Teachers produce individual student context sheets outlining subject specific support to be implemented in line with guidelines given by the SENCO</p>	<p>Ongoing – regular reviews testing for fitness for purpose</p>	<p>SENCO</p>	<p>All staff are aware of individual students' access needs. Students are fully supported across the curriculum.</p>

<p>Ensure all staff are aware of resources available for specific students</p>	<p>Ensure all staff are aware of resources available for specific students – via email, meetings with specific teachers and staff INSET</p>	<p>Ongoing due to staff turnover and arrival of new students</p>	<p>SENCO Learning Support Team</p>	<p>All staff are aware of the availability of resources to support individual students. Resources are made available to students with a disability</p>
<p>Ensure school trips and residential visits are accessible to all</p>	<p>Personalised risk assessments Prior exploratory visit by trip organiser, where deemed necessary Liaison with destination regarding access and necessary support Alternative transport organised where necessary</p>	<p>On-going</p>	<p>SENCO Learning Support Team Trip organiser SLG</p>	<p>All students are able to access school trips and take part in range of activities.</p>
<p>Ensure students with disability can physically access all lessons and examinations</p>	<p>Room changes made for subjects taught in the Tower block to give ground floor access for students with disability Special access arrangements made for internal and external exams</p>	<p>On-going</p>	<p>SENCO Learning Support Team Support staff</p>	<p>All students with disability are able to access all lessons</p>

2. Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

Targets	Actions	Timescale	Responsibility	Outcomes
School is aware of the access needs of disabled children. School staff are aware of access issues. All building work has considered accessibility guidance.	Create access plans for individual disabled children as part of IEP process Provide information and training on disability equality for all staff. Share accessibility plan with relevant personnel and contractors.	On-going	SENCO Learning Support Team HT/SLT Governing body	Individual plans in place for all disabled students and all staff aware of all students' access needs. Raised confidence of staff and governors in commitment to meet access needs. On-going improvements in access to all areas when undertaking routine and maintenance works.
Improve access to the reception area	Maintenance of ramps and contrast painting on steps for visual impairment	Sept 2018	Site team	Disabled parents/carers, students and visitors feel more welcome.
Accessible parking bays by main entrance	Clear marking and signage for disabled parking bay	Sept 2018	Site team	Parking provision for parents/ visitors/students with disability
Ensure all paths are in a good state of repair	Maintenance of paths throughout the site – ensure flagstones are even	On-going	Site Team	No trip hazards for students, teachers, visitors with a disability
Ensure the site is free of leaves and litter	Regular litter picking and leaf clearance	On-going	Site Team	Litter free site and access points clear of leaves
Improve signage and external access for visually impaired students and visitors	Replace external light bulbs immediately when 'blown' Paint white stripes on edge of all external steps Paint contrast stripes on potential obstructing pillars/structure	From Sept 2018 By Nov 2019	Site team	Visually impaired students and visitors feel safe in the grounds. Access around the site easier for all.

Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all students with a disability Ensure all fire escape routes are suitable for all Put a system in place to ensure all staff are aware of their responsibilities	By Sept 2018	SENCO Learning Support Team HT/SLG	All disabled staff, students and visitors able to evacuate safely and independently in emergency situations.
Ensure lighting is adequate in all areas of the school	Review and replace inadequate lighting in all areas	Sept to Dec 2018	SENCO Site Team SLG	Lighting improved for visually impaired students
Ensure all relevant measures are taken for students with specific disabilities that require individual adaptations to the school's physical environment	Take note of recommendations from specialists and respond accordingly	On-going	Site team SENCO	All parts of the school are safe for the student and they can access the full curriculum
Access to disabled toilets	Ensure disabled toilets are fully maintained and accessible	Sept 2018	Site team	There is access to disabled toilets in all areas of the school
Ensure lift in Centenary building is accessible at all times	Regular maintenance of lift and prompt call-out for repair when malfunctioning	On-going	Site Team	Constant access to floor one and two of Centenary building for teachers, students and visitors with a disability

3. Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to Ensure information to parents is accessible to all parents	Current information and invitations sent to all parents are reviewed to judge the language, style, format, and accessibility.	On-going	SLG	All parents can access information Information is read Parents/carers feel that school is an approachable supportive institution.
Ensure all parents/carers can access the SLG	Check information from parents. Ensure hard copies are sent to parents without access to IT Provide individual guidance for parents where necessary	On-going	SLG Admin staff DOS	All parents have access to information and monitoring
Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews	On-going	SLG SENCO DOS	All parents fully informed
Produce SEND leaflet outlining how students with additional needs are supported in school	Leaflet to be handed out at information evening/ given to parents when they meet with the Learning Support team	In place – update annually	SENCO	Parents are aware of the support on offer Increased confidence of parents of disabled children and those with SEND to support their children's education.

Pupils to become more aware of their own learning and access needs	Encourage students to express their access and learning needs	On-going	SENCO Learning Support Team DOS	Students are able to articulate their access and learning needs Students' needs are fully met
Raise awareness of the students regarding disabilities of members of their peer group	Where appropriate speak to the relevant tutor group so that they can work with disabled students in a safe and supportive manner	On-going	SENCO Learning Support Team DOS	Students' with a disability feel safe and are well-integrated into their tutor group

The monitoring of the action plan will be on-going and reviewed every three years

