

## Accessibility Plan – Reviewed 2020/2023

### Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

*“A person who has a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities”.*

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months”.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attend Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s activity to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

A disability is identified when impairment effects normal day-to-day activity and whether it effects one or more of the following:

- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

<b>Definition of disability</b>	<b>Both SEN and Disability</b>	<b>Disability</b>
<b>Discrete SEN</b>		
Mild dyslexia	Long-term motor impairment	Asthma
Mental Health Difficulties (inc – social factors)	Learning difficulties	Diabetes
Mild dyspraxia	Hearing impairment/deaf	Cancer recovery
Minor speech impairment	Visual impairment/blind	Mental health issues
Mild learning difficulties	Significant dyslexia	Disfigurement
	Medical and mental health	Eating disorders
	Autism	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
		Very short stature
		Diagnosed mobility concerns
		Incontinence
		Epilepsy

Target:	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Enabling access to the curriculum – reducing discrimination and improving equality of opportunity</b></p> <p>Ensure ICT is appropriate in eliminating discrimination and improving equality for pupils with a:</p> <p><b>physical impairment</b>  <b>hearing impairment</b>  <b>visual impairment</b>  <b>sensory impairment</b>  <b>medical impairment</b></p>	<ul style="list-style-type: none"> <li>• Extend access to new auxiliary software – WordS, SpeakQ installed on all Learning Support computers.</li> <li>• Promote access to learning and engagement with new auxiliary software for all classes.</li> </ul>	<p><b>Short Term (12 months) April 2021</b></p> <ul style="list-style-type: none"> <li>• New allocations are on a need basis</li> <li>• Purchase Reading Pens</li> </ul> <p><b>Medium Term (up to 3 years)</b></p> <ul style="list-style-type: none"> <li>• New allocations are on a need basis</li> </ul>	<ul style="list-style-type: none"> <li>• Time for liaison between IT and LS</li> <li>• Time for bid approval on need basis.</li> <li>• Time from subject teachers to liaise with LS</li> <li>• Time to search for new auxiliary software</li> </ul>	<p>Network Manager, Access Arrangement Lead and SENCo Faculty Leaders Leadership Team</p>	<p>Yearly audit of the use of laptops and other auxiliary aids – SENCO and Specialist Assessor.</p>

<b>Target:</b>	<b>Tasks</b>	<b>Timescale</b>	<b>Resources</b>	<b>Responsibility</b>	<b>Monitoring</b>
<p>Enabling access to the curriculum – reducing discrimination and improving equality of opportunity</p> <p>Create effective learning environments for all.</p> <p>With regard to those with:</p> <p><b>physical impairment</b>  <b>hearing impairment</b>  <b>visual impairment</b>  <b>sensory impairment</b>  <b>medical impairment</b></p>	<ul style="list-style-type: none"> <li>• Ensure First Quality Teaching in all lessons.</li> <li>• Review schemes of work to prevent barriers to learning</li> <li>• Identify potential difficulties regarding accessibility to equipment in all areas of curriculum i.e. PE, technology, music and drama etc and seek to improve through consultation with SLT and SENCO.</li> </ul>	<p><b>Short Term (12 months) July 2021</b></p> <ul style="list-style-type: none"> <li>• Termly – Identify potential difficulties regarding accessibility to equipment in all areas of curriculum i.e. PE, technology, music and drama etc and seek to improve through consultation with SLT and SENCO.</li> <li>• Termly-Sensory audit classroom checklist. Seek to make changes</li> </ul>	<ul style="list-style-type: none"> <li>• Time to review schemes of work and make changes.</li> <li>• Time to audit equipment.</li> <li>• Time to install software for screening tests.</li> <li>• Time to complete Access Arrangements.</li> <li>• Purchase accredited assessments.</li> <li>• Time to liaise with Exams Team to review use of Access Arrangements by candidates.</li> <li>• Staff to build awareness of sensory needs using the Inclusion checklist.</li> </ul>	<p>SENCO  Specialist Assessor  Faculty Leader  Subject Leader  Teaching Staff  Network Manager  Examination Officer  DSL  SEND Administration Assistant and  Keyworker  Welfare Assistant</p>	<p>SLT  Governors  SENCO</p> <p>SLT, Curriculum leaders and SENCO through Quality Assurance process e.g. book looks and learning Walks.</p>

	<ul style="list-style-type: none"><li>• Sensory audit using the classroom checklist. Seek to make reasonable and timely adjustments where possible.</li></ul>	<p>where possible.</p> <p><b>Medium Term (up to 3 years)</b></p> <p>Sensory adjustments made to site. Calmer colours, reduced clutter around teaching space. Colour coding to buildings via door numbers in line with site map.</p>	<ul style="list-style-type: none"><li>• Time to review and update medical plans and PEEPs</li></ul>		

<p><b>Enabling access to the wider curriculum – reducing discrimination and improving equality of opportunity, involving those affected by inequality.</b></p> <p>Increase participation in school activities with regard to those with:  – <b>physical impairment</b>  <b>hearing impairment</b>  <b>visual impairment</b>  <b>sensory impairment</b>  <b>medical impairment</b></p>	<ul style="list-style-type: none"> <li>Promotion of enhancing opportunities for students from vulnerable groups.</li> <li>Audit participation in extra-curricular activities and identify any barriers.</li> </ul>	<p><b>Short Term (12 months) July 2023</b></p> <ul style="list-style-type: none"> <li>Record and monitor take up by SEND with non-SEND</li> <li></li> </ul> <p><b>Medium Term (up to 3 years)</b>  Ongoing acknowledgement to use best endeavours to provide reasonable adjustments for each extracurricular offer, including off site trips.</p>	<ul style="list-style-type: none"> <li>Time to liaise with faculty leaders to review SEND/PP take up of extra –curricular activities.</li> <li>Time for Office manager to record data.</li> </ul>	Faculty Leaders Subject Staff Office manager	Information given for review each term via SEND Governors report  SLT  SENCO
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access –  <b>physical impairment</b>  <b>hearing impairment</b>  <b>visual impairment</b>  <b>sensory impairment</b>  <b>medical impairment</b></p>	<ul style="list-style-type: none"> <li>Review policies</li> </ul>	<p><b>Short Term (12 months) July 2019</b></p> <p>On-going at each policy review</p> <p>Medium Term (up to 3 years)</p> <p>On-going at each policy review</p>	<ul style="list-style-type: none"> <li>Time for policy holders to review and make changes regarding expectations/reasonable adjustments.</li> </ul>	SLT Faculty Leads SENCo	Governors SLT
<p><b>Enabling access to the school</b></p>		Short Term (12 months) July 2021	<ul style="list-style-type: none"> <li>Time to produce site map</li> </ul>	Operations Manager	Information given for review each term via

<p><b>environment – reducing discrimination and improving equality of opportunity, involving those affected by inequality.</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users –</p> <p><b>physical impairment hearing impairment visual impairment sensory impairment medical impairment</b></p>	<ul style="list-style-type: none"> <li>• Improve signage of buildings. Use colour code as back drop to signage, in line with colour coding of site map</li> <li>• Improve signage of evacuation procedures for e.g fire drill etc.</li> <li>• Improve on-line safety awareness internet safety, social media use.</li> <li>• Review accessibility routes for the site, make improvements where necessary, add yellow lines on all steps for partially sighted.</li> <li>• Review emergency evacuation routes, drill and map.</li> <li>• Audit evac chairs and those trained in usage.</li> <li>• Ensure regular maintenance of lifts.</li> <li>• Seek to purchase signage with</li> </ul>	<ul style="list-style-type: none"> <li>• Improve signage of evacuation procedures, fire drill etc.</li> <li>• Termly audit of lifts. Maintenance of lifts on need basis.</li> <li>• Review accessibility routes for the site, make improvements where necessary, add yellow lines on all steps for partially sighted.</li> <li>• Review emergency evacuation routes, drill and map.</li> <li>• Reduce uneven surfaces. Improve external pathways around the site to produce easy physical</li> </ul>	<ul style="list-style-type: none"> <li>• Time to create emergency evacuation maps.</li> <li>• Time to maintain and audit lifts.</li> <li>• Time to create improved signage.</li> <li>• Time to improve external pathways.</li> <li>• Purchase braille signage and install.</li> </ul>		<p>SEND Governors report</p>
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	<p>braille on building signs</p> <ul style="list-style-type: none"> <li>Reduce uneven surfaces. Improve external pathways around the site to produce easy physical access on all routes.</li> </ul>	<p>access on all routes.</p> <p>Medium Term (up to 3 years)</p> <ul style="list-style-type: none"> <li>Seek to purchase signage with braille on building signs</li> </ul>			
<p><b>Enabling positive attitudes – reducing discrimination and improving equality of opportunity, involving those affected by inequality.</b></p> <p>To promote positive attitudes to disability.</p>	<ul style="list-style-type: none"> <li>Extend an ethos of inclusion through Citizenship, PSHEE, subject curriculum, and Pastoral delivery</li> </ul>	<p>Short Term (12 months) July 2021</p> <p>Termly review</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> <li>Citizenship and PSHEE Lead, Pastoral Leaders, all subject staff</li> </ul>	<p>SLT, Citizenship and PSHEE coordinator</p>	<p>SLT and Governors</p>

		Ongoing			
<p><b>Enabling positive attitudes to the wider community – reducing discrimination and improving equality of opportunity, involving those affected by inequality.</b></p> <p>Newsletters and Information</p> <p>Availability of documents in alternative format.</p>	<ul style="list-style-type: none"> <li>• Provide information and letters in clear print and in simple English.</li> <li>• Provide suitably enlarged print for those with visual impairment.</li> <li>• Ensure website and all documents accessible via the school website can be accessed by the visually impaired.</li> </ul>	<p>Short Term (12 months) Termly review</p> <p>Medium Term (up to 3 years)</p> <p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Admin</li> <li>• ICT</li> </ul>	Operations Manager	SLT and Governors

Approved at Student committee 01.07.20