



## Accessibility Strategy

<b>Applicable to:</b>	✓	Astley Community High School
	✓	Seaton Sluice Middle School
	✓	Whytrig Middle School
<b>Approval body:</b>	Pupil Support Committee	
<b>Effective date:</b>	January 2016	

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<b>Statutory policy or document</b>	No
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<b>Approval by</b>	Governing body to determine

**Publication:**

<b>Statutory requirement to publish on school website</b>	No
<b>Agreed to publish on school website</b>	Yes

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<b>Review Date</b>	
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Annually	January 2017 (or earlier if new guidance or legislation issued)

## Introduction

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing legislation, including the Disability Discrimination Act (DDA). The effect of the law is that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Ultimately as schools we must:

1. carry out accessibility planning, removing barriers for disabled pupils;
2. increase the extent to which disabled pupils can participate and achieve in the curriculum, including staff development where necessary;
3. improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
4. improve the availability of accessible information to disabled pupils.

Schools also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan or SEND Information Report.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

## Identification and Context

In all of the schools in our Federation we keep a register of pupils with a Statement of Special Educational Needs or Education and Health Care Plan (EHCP - SEND Code of Practice 2014), as well as those who are at the SEN Support stage of the 2014 Code of Practice.

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and Interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and Learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLP) and specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia)
- **Social, Mental and Emotional Health**
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI)).

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age, or

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post 16 institutions.

The progress of all pupils who are on the SEND register is monitored at least termly. All children with a Statement of SEND or an EHCP and their progress will continue to be monitored and evaluated annually through the SEND annual review process, in addition to internal monitoring of progress, at least termly.

Quality First teaching, which is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under section 21 of the Children and Families Act 2014.

### **Views of those consulted during the development of the plan**

Much of the consultation process is already an on-going process reflected in the good practice shown across the federation of schools.

- Accessibility plan 2015-2018 – this has involved consultation with SLT and Governors
- Our wide range and number of SEND pupils has given us access to parental/pupil views via the Annual Review system and meetings for pupils at the SEN Support stage.
- Visits to the school by outside agencies including occupational therapists and physiotherapists have assisted with reviewing the existing framework.
- Transfer meetings across schools for disabled pupils have assisted in reviewing policies and provision.
- LA audits and feedback has influenced developments.

### **Monitoring of Progress**

We already closely track the progress of all student groups and we use this to evaluate our strengths and weaknesses in addressing needs. Evaluation of this is commonly based on:

- Attendance data
- Behaviour/reward data
- Academic success
- Exam/Test success
- Ability to participate in the life of the school and uptake of this
- Ability to access individual needs, such as medication
- Post 16 placements
- Parental evaluation is sought through a number of avenues.

CPD will be linked into training need as identified from audits of staff needs via appraisal and monitoring of teaching and learning over time, as well as the monitoring of SEND pupil profiles, and annual reviews.

### **The main priorities in the Accessibility Plan**

1. Increasing the extent to which disabled pupils can participate in the school curriculum
2. Ensuring maximum achievement
3. Removing physical and institutional barriers
4. Improving access to information

### **Work already undertaken on the above**

- Intervention programmes delivered by staff trained in specific areas of need
- Training for Teaching and Learning Assistants from the Locality Inclusion Support team in order to improve student access to learning in all areas of the curriculum
- Exam concessions are coordinated by the SEND team to allow students maximum access to their entitlement
- SLT monitor students' attendance and behaviour to identify where these are affecting curricular access and progress and implement appropriate intervention programmes where necessary

### **Improving the physical environment of the schools**

- disabled parking and access to the school
- disabled toilets in the main school building
- lift access from the library to the first floor
- wheelchair access to most areas

### **Improving the delivery to SEND students of information that is provided in writing for students who are not disabled**

- examination concessions are put into place
- students' needs are made known to staff via Pupil Profiles and other relevant documents

### **Planning process**

- Input to the Accessibility Plan will be from the Inclusion Link Governor, who will be responsible for reviewing it annually with the SENDCo and reporting back to relevant committees
- School Self Evaluation Form (SEF) to review it annually

### **Coordination**

- The schools will maintain a three year Accessibility grid covering curriculum, physical and written information accessibility.
- Physical access to the school and the environment of the school is planned via the Resources Committee.
- The Assistant Headteacher - Inclusion, Business Manager, Executive Headteacher and Link Governor will ensure that compliance is ongoing.

### **Access to the Accessibility Plan**

The plan will be available via:

- the school website, or in hard copy upon request
- in alternative format on request by arrangement
- upon specific request.