

Accessibility Plan

December 2014 to December 2017

Persons Responsible:

Governors: Ethos Committee

SLT: Mrs Louise Rees

Staff: Mr Jon Simpson

**Formally adopted by
the full Governing Body:**

December 2014

Reviewed:

December 2015

1. Purpose: Introduction

1.1. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education, this has now been superseded by the Equality Act 2010. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- **not to treat disabled pupils less favourably for a reason related to their disability;**
- **to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;**
- **to plan to increase access to education for disabled pupils.**

1.2. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the 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.**

1.3. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2. Starting points

2.1. The purpose and direction of the school's plan: vision and values

2.1.1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from December 2014 – December 2017. It continues work contained within the School Improvement Plan & other documents.

2.1.2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2.1.3. Charles Darwin School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

2.2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- 2.3. Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- 2.4. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- 2.5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
- 2.6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- 2.7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - SEND Policy
 - Behaviour Management Policy
 - SEN Information Report
- 2.8. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
- 2.9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
- 2.10. The School's complaints procedure covers the Accessibility Plan.
- 2.11. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
- 2.12. The Plan will be considered by Ofsted as part of their inspection cycle.
- 2.13. Information gathering
- 2.14. The collection of information is crucial to supporting Charles Darwin School in making decisions about what actions would best improve opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us identify which of our priorities have been achieved.
- 2.15. Identifying disabled pupils, staff, parents and other users of the school is key to the development of the plan.
- 2.16. Involvement of disabled pupils, staff, parents and other users of the school.
- 2.17. The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means

of communication for those with whom they are consulting. We will ensure we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

3. The main priorities in the school's plan

3.1. Setting priorities

The priorities will be set in the light of:

- an examination of the information that the school has gathered; and
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

3.2. Some of the priorities identified will themselves be about:

- improving information;
- improving the involvement of disabled pupils, staff and parents.

3.3. Increasing the extent to which disabled pupils can participate in the school curriculum.

The following priority areas are to be considered: -

- Review of current curriculum and establish inclusivity
- Address any areas of deficit and take appropriate action

3.4. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

3.5. The priority areas to be considered to improve physical aspects of the environment are set out in the three year accessibility plan overview

3.6. Improving the delivery to disabled users (pupils, parents, carers) of information that is provided in writing for users who are not disabled:

3.7. The priority areas to be considered to improve written information access are set out in the three year accessibility plan overview.

4. Making it happen

4.1. Implementation

The scheme will be supported by detailed action plans and incorporated into the School Improvement Plan, with oversight of the governing body so that progress can be checked.

4.2. We will evaluate the effectiveness of our scheme with our School Improvement Partner and Ofsted when the school is inspected

4.3. Publication:

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

Accessibility Plan - Buildings

Improving the physical access at Charles Darwin School

Area to address	Action	Cost	Responsibility	By When
Disabled Parking Bays	The need to increase the number of disabled parking bays in all car parking areas	Minimal	JSi, GHo	1 year
Clear route access to main reception	Purchase and installation of a ramp to main reception outdoor steps	c.£150	JSi, Gho with advice from LD	1 year
Signage around school	Improve the signage around school. To include necessary updating of fire exit signs and also signs at the front of school as well as yellow visibility lines/markings to be refreshed	Unknown	JSi, Gho	1-2 years
Steps area leading down to main reception	New paint is needed to highlight the steps leading down to main reception	Minimal	Gho	1 year
Trip hazards around the outside areas	Sunken or raised kerbs or drains to be levelled where possible	Minimal	Gho	1 year
Fire evacuation - staircases	Investment in training staff on evacuation procedures and the correct equipment necessary to evacuate students with disabilities	£1,000	JSi, JSm, CWi	1 year
Conversion of medical room to disabled toilet	There is a need for a Clos-o-mat disabled toilet towards the front of school.	£10,000	JSi, Capital Works, SEN dept	1 year
Automatic doors	Improve disabled access into the school through use of automatic doors at the front of school leading to the disabled toilets and possibly lift.	Unknown	JSi	3 years
Add lift and improve current lift.	Increased number of wheelchair users from 2015 makes the need for a new lift essential as well as updating current lift to conform with DDA.	£20,000	JSi, GHo, Capita Works	1 year

Cookers and new technology for disabled students including alarms	Allowing disabled students to access the curriculum and alert others in the case of an emergency.	£2000	JSi, GHo	3 years
Disabled changing facilities within the PE area	Create a space within existing changing area where disabled students have enough space to change.	Minimal	JSi, GHo, JBu	1-2 years
Hearing impaired soundfield system	Investigate practicalities for potential future students	Minimal	JSi with advice from LD	3 years

Accessibility Plan - curriculum

Improving the curriculum access at Charles Darwin School

Area to address	Action	Cost	Responsibility	By When
Training teaching staff on appropriate aspects of differentiation in the classroom to meet specific needs	Relevant advice or training from external agencies: <ul style="list-style-type: none"> • Sensory Team • School Nurse • CATT team • OT 	None	LD to oversee	As required
Assisting with access to practical tasks in lesson	Support staff trained and available to act as practical assistants where needed. Support staff undertake basic backcare awareness training	£12.50 per hour met though HNB funding	LD to oversee	As required
Ensuring that consideration is given to pupils with specific needs in accessing aspects of exam subjects that they may not take through to exam level	Candidates are able to follow the course of their choice for their education but may not be entered for the specification in line with recommendations in JCQ (Adjustments for candidates with disabilities and learning difficulties)	None	LD to advise in consultation with parents /carers /students	As required
Students with specific needs requiring earlier departure/arrival from the lesson to avoid more crowded corridors	Recognition that students may miss last few minutes of a lesson, adapting the lesson plan accordingly eg seating plan considered, provision of pre-printed notes on final section of the lesson	None	All staff	As required
Curriculum offer to meet the whole range of SEND needs within our mainstream school	Recognition that some students will need a tailored curriculum at KS4 eg entry level qualifications, access to work experience, adapted timetable etc	Variable	LD, MBo, RKe	1 year
All out of school curricular activities are planned to ensure the potential participation of all pupils	Review all out of school curricular provision to ensure compliance with legislation	Variable	Faculties LD may advise	1 year

Extra curricular clubs and trips to allow access to all where possible within the limits of reasonable adjustments	Review all extra curricular clubs and trips to ensure compliance with legislation	Variable	Faculties LD may advise	1 year
Use of assistive technology for pupils with additional needs bearing in mind restrictions of JCQ requirements around 'normal way of working' and what can be allowed in exams	Research potential use of assistive technology solutions eg voice recognition software, predictive text software etc	Variable	LD/IT	3 years

Accessibility Plan

Improving the accessibility to written information at Charles Darwin School

Area to address	Action	Cost	Responsibility	By When
Availability of written material in school in alternative formats	Research services available for converting written material into alternative formats eg braille, large print, modified language, text, use of coloured paper etc	Minimal	Admin Faculties LD/pastoral/IT may advise	As required
Make available school brochures, newsletters and other communications with parents in alternative formats	See above	Minimal	Admin Faculties LD/pastoral/IT may advise	As required
Make provision for parents/carers with additional needs to have fair access to events and meetings	Where possible meet the needs of the individuals eg signers for hearing impaired, translators etc	Variable	Admin Faculties LD/pastoral/IT may advise	As required