

ACCESSIBILITY PLAN 2018-2021

DRAFT

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

3 Year Plan 2018 – 21

Mission statement

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Local Authority, pupils, parents, staff and trustees of Excalibur and covers the period from: September 2018 to September 2019.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

At John O Gaunt we do not discriminate against a pupil in the way we provide education for the pupil (including participation in the school's curriculum), access to the facility and access to information. It is a projected plan for a three-year period, which will be constantly monitored ahead of the review date.

At John O Gaunt, we are committed to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is provided for disabled pupils, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).
- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.
- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.
- Access to the physical environment
- Provide delivery of written information to pupils, staff, parents and visitors with disabilities.

This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Aims

- Increase access to the curriculum for pupils with a disability
- Maintain and improve access to the physical environment
- Improve the delivery of written information to pupils

Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All pupils are given the opportunity to participate in a range of in-class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch

and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; however adjustments are made to allow participation where practicable. Access to the ground floor of the site is good but presently we do not have a lift to access the upper floors. Accessible toilet/s are available.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe/access arrangements. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carers and the relevant teams supporting the pupil. The 3 KS3 pathways of Aspire, Endeavour and Discover allow differentiation to match student need.

Information

As the majority of information is directed home via pupils and e-mails, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.

Access Audit

John O Gaunt comprises of several buildings of different floors. There are several access points including ramps and steps. The ground floor of each building has good access, but the upper floors have limited access as we have no lifts. We have accessible toilets situated at the student entrance into the main building.

Evac chairs are located in staircases and there are fire refugees in each main stair core. There are PEEPs in place for those that require them – both staff and students. All of the disabled toilets are fitted with a handrail and a pull emergency cord. Within the main building are classrooms with lower level workstations and specialist chairs for students who require them. There is also full building signage, classroom signage, disabled toilet signage and emergency exit signage.

There is on-site car parking for staff and visitors which includes 2 dedicated disabled parking bays.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.

Action plan

Aim 1: To increase the extent to which SEND pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria Monitoring and Evaluation
	To plan and support transition	<p>Liaise with previous educational establishments-primary or secondary as appropriate</p> <p>To identify pupils who may need additional t or different from provision</p>	At points of transition	<p>SENDCo</p> <p>SEND Manager</p> <p>Pastoral Team</p> <p>Appropriate Progress Leader</p>	<p>Support Plan produced</p> <p>Risk assessment produced</p> <p>EHCP reviewed</p> <p>Pre-transition annual review attended where possible</p> <p>Pupil passport produce</p>
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Autumn Term 2018	<p>SLT</p> <p>SENDCo</p>	All SEND, disability and equality, behaviour and accessibility policies clearly reflect inclusive practice and procedure
	To further embed close liaison with parents	To ensure that parent and pupil voice is documented in collaboration with school and families so that no opportunity to participate is missed and all barriers are removed	Ongoing	All staff	Clear collaborative working approach so that no opportunity to participate is missed and all barriers are removed
	To ensure full access to the curriculum for all children	<p>Seek advice from specialist advisory teachers: CPD for staff on ASD/ADHD and Dyslexia.</p> <p>A differentiated curriculum with alternatives offered if practicable.</p> <p>A range of support staff</p> <p>Use of ICT equipment</p> <p>Access to additional practical aids</p>	Ongoing	<p>Teachers</p> <p>Teaching assistants</p> <p>Outside agencies</p>	<p>Lesson observation</p> <p>Review information</p> <p>CPD directory</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> <p>Pupil pursuits</p>

		<p>Access arrangements</p> <p>Reasonable adjustments to assessment arrangements</p> <p>Access to school counselling if required</p> <p>Explicit teaching of generalising skills from one context to another</p>			
Medium Term	To promote the involvement of SEND students in classrooms discussions/activities when teaching	<p>Give alternatives to enable SEND students to participate successfully in lessons</p> <p>Creating positive images of disability within school</p>	Ongoing	Whole school approach	Through pupil parent and staff voice, ensure that the needs of all are represented in the school
	To finely review the attainment of all SEND students and narrow the gap	<p>Scrutiny of data collections and assessment data, Communication with students, parents and staff.</p> <p>Interventions put into place</p>	Termly	Whole school approach	<p>Progress made towards targets</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Reviews</p> <p>Lesson observations</p>
Long Term	To deliver findings to the Governing Body	Present to Governors	<p>As required</p> <p>Update to SEND Governor in link meetings</p>	<p>SENDCo</p> <p>SEND Link Governor</p>	Governors fully informed about SEND provision and progress

Aim 2 : To improve the physical environment of the school

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria Monitoring and Evaluation
	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.	Ongoing-see site plan	SLT Clive Rothwell	Enabling needs to be met wherever possible Ongoing review and audit of the site
	Ensuring all with a disability are included	Create access plans for individual students when needed Ensure all parents and visitors needs are met and accessible toilets and facilities are signposted	With immediate effect and to be constantly reviewed	All staff	Access plans created All stakeholders know where the accessible facilities are located
	To ensure that the medical needs of all pupils are fully met within the capability of the school	To conduct parent/student interviews, liaise with external agencies. Identify training needs and establish individual protocols where needed All first aid staff are fully briefed	With immediate effect and to be constantly reviewed	All staff School nurse	All medical needs are met and staff fully aware of those needs and how to adapt/respond to them.
	Ensure parents are regularly involved	Provide disabled parking spaces and access to the school site for drop off/collection and school events	Established	Whole school approach	All parents have equal access to drop off/collection and school events

Aim 3: To improve the delivery of information to SEND pupils and parents

Short Term	Targets	Strategies	Timescale	Responsibilities	Success Criteria Monitoring and Evaluation
	Ensure access to information by parents, students, staff and visitors	Communicate with parents in a format that is appropriate and accessible for them. Regular communication with parents	Support plans reviewed 3 times a year Ongoing communication with parents	Class teacher SENDCo Parents	Parents have effective access Monitor and review if formats are accessible and fit for purpose
	To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc including books in the school library Auditing signage around the school to ensure that it is accessible	Immediate and ongoing	Class teacher Teaching assistants SENDCo Business Manager Librarian	All students have equal access Student questionnaires Site survey
Medium Term	To review student's records enabling school awareness of any disabilities	Ensure information is correct and up to date	Support plans reviewed 3 times a year Update plans as required	Class teacher Teaching assistants SENDCo Outside agencies Support staff	Each teacher/member of staff is aware of the needs of pupils Audit