

Accessibility Strategy 2016-2019



Introduction

The SEN and Disability Act 2001 and SEN Code of Practice 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education. 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.

The Disability Equality Act 2010, and related Equality Duty 2011, requires schools to be proactive in promoting disability and equality and eliminating discrimination, having regard to Part 5A of the Disability Discrimination Act 1995.

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.

Scope

The principles in this strategy apply to all aspects of the education King Richard School provides. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school will use an access audit to identify priorities and develop an action plan showing how the identified priorities will be addressed.

The strategy should be read along with the Equalities Statement, and its annual review, and the SEND policy and consequent evaluation statements.

Date of Plan: July 2016

For the purposes of this strategy and our actions as a school, disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

Responsibility:	SENCO
Review Period:	3 yearly
Last Review	June 2016
FGB Approval:	14 July 2016
Next Review:	June 2019

Aims

At King Richard School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. King Richard School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented students;
- children who are vulnerable.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts. This is particularly true with regard to the current building which is largely inaccessible to students with moderate to severe mobility problems. Expert advice has concluded that alterations to the current building to further increase access are impracticable, however, an accessibility audit will be carried out and current accessibility standards will be maintained. The construction of a new building has just commenced with completion expected September 2017 and this new building will be fully compliant. In the meantime, we will continue to ensure that our environment is as accessible as possible for students, staff, parents and members of the community.

With this in mind our accessibility plan aims to ensure that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENCO has an overview of the needs of disabled pupils;
- there are high expectations for what disabled pupils can achieve;
- there is appropriate deployment and training of learning support staff;
- successful practice is shared within the school;
- the school works with outside agencies and feeder schools;
- disabled pupils have access to extra-curricular activities.

We take advice on support for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

Responsibilities

Governors

The Governing Body monitor and review the SEND policy and the Accessibility Plan on a regular basis. They ensure the school's inclusion of students with disabilities meets all aspects of the law.

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The School Leadership Team

The Headteacher and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010. This will include:

- ensuring the school responds to the permanent and temporary needs of students;
- that recruitment of staff and support for staff is fair and objective and in line with the principles in our equalities statement;
- that admissions are conducted fairly and based on the principles and details of the Admissions Policy.

SENCO

That the SEND Policy is reviewed regularly and meets the needs of young people. Staff get the advice and guidance they need to meet students' needs. Accurate records are kept of students' needs, including the needs of students who are applying/transferring to the school so that we can assess how we are going to meet these needs.

All Staff

It is the duty of all staff and everyone working in the school to implement the policies, respond to support and advice from the SENCO and continue to develop inclusive practices.

Site manager

The Site Manager is responsible for implementing the aspects of the plan described and making sure that accessibility arrangements are maintained.

Complaints

Parents and staff have access to the school's Complaints Procedures should they wish to raise a concern about our accessibility arrangements. Students may go through their tutors or through the Student Council to raise issues. The Headteacher is responsible for ensuring these concerns are addressed in line with the procedure.

Monitoring and review:

Governors will review this strategy as often as is necessary but no less frequently than once every three years. The annual review of progress against our equality objectives may have a bearing on this strategy and plan and cause more frequent review.

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Accessibility Action Plan: April 2016

	Target	Strategies	Outcome	Timescale	Goals achieved	Monitoring
Short Term	Maintain established levels of disability access to current standard.	Site Manager use Access Audit to establish a maintenance programme that will ensure access elements already in place are maintained or repaired as appropriate. E.g. ramp, disabled toilet, stairs and step edging, hand rails, lighting.	Students and adults with SEND will continue to be able to safely move around the school and access the areas/resources already established.	Term 1 2016/17		DNU Head Teacher
	Medical needs of students with a disability are managed discretely and to the student and staff's satisfaction. All staff will know how to act in an emergency.	The school's Welfare Officer will attend specific training to manage needs and liaise with parents, outside agencies and medical professionals. The school's Welfare Officer will keep an up to date record of medical needs and provide appropriate training for all other staff.	Student's with a disability express confidence that the school understands their disability and can support them with it.	September 2016/17		JNA
	Ensure safety of staff and students during building works.	School publish plans and clear guidelines of access to playing fields, bike sheds and temporary car parking.	Students and staff will be able to access the school site safely.	May 2016		DNU PE Teachers
Medium Term	Increase use of computer technology to make text more accessible to students with literacy difficulties and increase levels of independence.	SENCO facilitate training for teachers to use Read & Write Gold. SENCO to support training for targeted students to use Read & Write Gold.	The SEND Link for each department will be trained and cascade to department colleagues.	Term 2 2016/17		HODs SENCO Monitoring

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			Students with literacy needs will be able to access text and undertake web research more independently.			
	Review schemes of work to ensure SEND student needs are recognised in all planning.	All teachers use Assess, Plan, Teach tool for each scheme of work.	Planning will support the progress of SEND students with appropriate strategies and resources.	Term 2 2016/17		HoDs SENCO LT PPt Data – SENCO Report
	Develop Inclusion provision to be more effective in meeting the complex needs of SEMH/ASD/BESD students.	Appoint Inclusion Manager with experience in counselling and delivering BESD/ASD/SEMH programmes. Identify training opportunities for staff to build on expertise already established and extend knowledge of programmes to support different types of SEMH/ASD/BESD needs.	Students will access a wider range of individually tailored programmes aimed at giving them the skills and strategies to be able to access a mainstream curriculum.	Term 3 2016/17		PNE SENCO
	Increase the number of SEND students attending enrichment and after school activities.	Ensure enrichment and after-school activities are appropriately differentiated to meet the needs of SEND students. SENCO undertake survey of activities SEND students are interested in.	More SEND students will be regularly attending enrichment and after school clubs. Survey will be used to identify and, where possible, establish activities that are of	Term 2 2016/17		SENCO Termly Survey

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			interest to these students.			
Long Term	Disability Access	New build which is currently underway will ensure King Richard School is fully compliant with all disability access regulations.	The school will be fully inclusive and able to increase the extent to which disabled pupils can participate in the school curriculum.	September 2017		DNU Head Teacher

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