

Salendine Nook High School (Academy)

Disability Accessibility Plan

Date policy written:	January 2016
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Salendine Nook High School

Disability Accessibility Plan

2015 - 2018

BACKGROUND AND INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover children and young people in education settings. The 2005 amendment places further duties on schools to inform and promote disability equality through awareness raising and consultation with disabled pupils. In addition to its duties under SEN legislation, 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 publish and implement an accessibility strategy to increase access to school education for disabled pupils.

This strategy sets out the proposals of the Governing Body 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 curriculum;
- improving the physical environment of 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.

School Ethos, Vision and Values

At Salendine Nook High School we are committed to ensuring equality of education and opportunity for disabled pupils and staff. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We believe in positive intervention, removing barriers to learning and raising expectations of our students.

The Inclusion Context

Defining Disability

The school is committed to a view of disability that is often described as the 'social model'. This takes as its central premise the belief that an individual who has a physical, sensory or mental impairment can be more disabled or less disabled by the physical and social environment that is around them.

The Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an impairment is treated as something which affects a person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

mobility, 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 and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is "clinically well-recognised"; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day-to-day activities.

Salendine Nook High School recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme.

Disabled staff

We ask all staff to identify any barriers that affect them and how we can plan to overcome them. The information is recorded in the personnel records.

Our Action Plan

The school recognises its duty to promote disability equality and is committed as far as possible to the equal inclusion of all students in all areas of school life. This Accessibility Plan has been produced which incorporates our overall Disability Equality action plan and covers the three aims outlined below:

- Improve access to the **physical environment** of the school. This covers improvements to the buildings of the school and aids to access education.
- Increase access to a **broad and balanced curriculum** for pupils with a disability. 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.

At times, modifications to the curriculum may be implemented according to individual need. Salendine Nook High School is committed to:-

- A range of teaching and learning styles;
 - Differentiated resources;
 - Access to ICT
 - KS4 courses which are appropriate for students' needs;
 - Applications for access arrangements to examination boards as required.
- 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.

Monitoring

This scheme will be assessed for impact in the following ways :-

- Analysis of achievement data
- Analysis of attendance
- Surveys of students and parents
- Formal and informal consultation with stakeholders (staff, students, parents/carers)
- Annual formal review of statemented students or those with EHCPs.
- Consultation with School Council

Annual reports/updates will be provided for Governors and involve the Governor with responsibility for Equal Opportunities.

Links to other relevant school policies :-

- SEN Policy
- Equality Policy
- Supporting Students with Medical Conditions Policy
- Behaviour Policy
- Curriculum Policy
- Attendance Policy

**Salendine Nook High School Disability Equality Scheme Action Plan
2015 – 2018**

Target	Action needed	Responsible Person(s)	Timescale	Available resources	Impact/Success criteria	Arrangements for monitoring and evaluation
Physical Access Monitor the accessibility of the school site for all users and ensure appropriate reasonable adjustments are made	The school buildings are part of a PPP with SPIE. The disabled lifts need to be replaced or repaired.	HT / Business Manager / SPIE	Spring term 2016	From SPIE possible life cycle work	Current issues with lifts breaking down are resolved	Caretaking staff and external contractors to regularly service and monitor
	Personal emergency evacuation plans to be checked and information disseminated to staff	SENCO / Assistant Head Inclusion	Ongoing	School budget as required	All students/staff with disabilities have PEEPs in place	HT to receive updated copies of plans
	Adaptation to the buildings as required for individuals e.g. extra handrails, lighting, blinds, sound systems	SPIE / Business Manager	As required	Change order costs to school budget	Adaptations allow students to access the curriculum and staff to access an appropriate working environment	Through review meetings with SENCO / Assistant Head
	Provide/install specialist equipment and furniture as needed	Business Manager / SENCO	Review provision annually or as need arises	Cost of equipment from school budget/top up funding	Specialist equipment and furniture in place as required in EHC plans or individual Healthcare Plans. Staff workplace assessments undertaken as required and reasonable adjustments made	Through review meetings with SENCO / Assistant Head. Through relevant staff appraisals

Target	Action needed	Responsible Person(s)	Timescale	Available resources	Impact/Success criteria	Arrangements for monitoring and evaluation
Access to the Curriculum Develop outstanding planning and provision for teaching and learning for disabled students	Curriculum access establishment in Year 5 with SENCO attending review meetings at feeder school. SNHS will be aware of special requirements or adaptations prior to admission in order to allow student full access to the curriculum	SENCO / Assistant Head Inclusion	As required	Costs from school budget/top up funding	Students have good transition to secondary	Through review meetings. Information to HT.
	Access advice from external partners e.g. Autism Outreach, Speech and Language Service, Sensory Impairment	SENCO	As required	Costs from school budget/top up funding	Students have good transition to secondary	Through review meetings. Information to HT.
	Ensure ANPs are published on SIMS and inform staff of specific needs of individual pupils	SENCO / Admin	September and reviewed annually	N / A	Feedback from staff indicates specific needs are communicated and they are aware of needs of all students in their care	Assistant Head Inclusion will review

	Ensure Schemes of Work are appropriate for the needs of all learners and there are differentiated resources	HoDs / SEN links	Schemes of work addressed according to changes in the National Curriculum. To review annually	Time for departments to amend Schemes of Work and develop resources. Costs of resources within capitation	Schemes of Work in place are accessible to all pupils. Lesson observations and drop-ins show resources are differentiated appropriately.	Reviewed through Curriculum Focus with SLT link
	Train staff according to the needs of individual disabled pupils	SENCO / Deputy Head Teaching and Learning	In September or when student joins the school. Reviewed annually within CPD Directory	Costs of delivering training and time	CPD plans show how pupil needs will be met. Impact evident through student progress data	Review through Curriculum with SLT link
	Allocate ETA support as appropriate	SENCO / HoDs	In September or when student joins the school	To be met from SEN or top up funding	EHC Plans are being met and students making progress	Through individual pupil reviews

Target	Action needed	Responsible Person(s)	Timescale	Available resources	Impact/Success criteria	Arrangements for monitoring and evaluation
<p>Access to written communication Improve access to written information for disabled students / staff and members of the community</p>	<p>Enlarged worksheets, exam papers etc, to be made available for VI pupils. Auditory information will be presented for hearing impaired. Language will be simplified where necessary and work differentiated.</p>	<p>SENCO / Exams Officer / HoDs</p>	<p>Reviewed annually or as need arises</p>	<p>Costs from school budget for printing and purchase of equipment</p>	<p>Disabled pupils have access to assessments, examinations and curriculum materials</p>	<p>Through individual pupil reviews and analysis of progress data</p>
	<p>School to seek advice and where appropriate, borrow or purchase equipment from support services</p>	<p>SENCO / Exams Officer</p>	<p>Reviewed annually or as need arises</p>	<p>Costs from school budget or top up funding</p>	<p>Disabled pupils have access to assessments, examinations and curriculum materials</p>	<p>Through individual pupil reviews and analysis of progress data</p>
	<p>Pupils will be assessed for suitable access arrangements for examinations. This may include the provision of a reader, extra time, word processing facilities, etc</p>	<p>SENCO / Exams Officer</p>	<p>Reviewed annually or as need arises</p>	<p>Costs from school budget or top up funding</p>	<p>Disabled pupils have access to assessments, examinations and curriculum materials</p>	<p>Through individual pupil reviews and analysis of progress data</p>
	<p>Review the accessibility of the school website</p>	<p>Deputy Head Equality /</p>	<p>September and</p>	<p>Cost of translation for letters. Time for</p>	<p>Feedback from users indicates the website is</p>	<p>HT through parental questionnaires</p>

	and school written communications and make necessary amendments	SENCO /SBM / ICT support	reviewed annually	website support and development	easy to understand	
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Glossary

ANP

Additional Needs Plan

CPD

Continuing Professional Development

DDA

Disability Discrimination Act

EHCP

Education, Health and Care Plan

PPP

Private Public Partnership

SENCO

Special Educational Needs Coordinator

VI

Visually Impaired