

# Salendine Nook High School (Academy)

## Disability Accessibility Plan (Statutory)

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<b>Approved by Governing Body:</b>	<b>Finance, Staffing &amp; general Purposes Committee 18.7.19</b>
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# **Salendine Nook High School**

## **Disability Accessibility Plan**

**2019 - 2022**

### **BACKGROUND AND INTRODUCTION**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

The plan sets out the proposals of the school to ensure access to education for disabled students in the three areas required by the planning duties in the Equality Act:

- Increasing the extent to which disabled students can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled. This will include planning to make written information that is normally provided by schools to its students available to disabled students. Examples might include handouts, timetables, text books and information about school events. The information should take account of the students’ disabilities and the preferred format of students and parents and be made available within a reasonable timeframe.

### **School Ethos, Vision and Values**

Salendine Nook High School aims to treat all stakeholders, including students, prospective students, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled students, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled students.

## **Defining Disability**

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. This definition includes a wide range of impairments including learning disabilities, dyslexia, diabetes, epilepsy, asthma, arthritis and cancer. These impairments sit within the definition of disability when they are in the context of 'substantial and long term'

## **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

## Accessibility Action Plan 2019-22

<b>General Area: Accessibility for Disabled Students and Adults</b>			<b>Specific Focus:</b>		
<b>Overall Objective: Ensure access to the curriculum and building and equality of provision for disabled students, staff and parents.</b>					
<b><u>Main Priorities</u></b>					
<ul style="list-style-type: none"> <li>• Ensure that staff and students are fully aware of issues around disability.</li> <li>• Ensure disabled students can participate in the school curriculum</li> <li>• Ensure that, where possible, the physical environment of the school is accessible to disabled students, staff and parents.</li> <li>• Ensure that information is accessible to disabled students, staff and parents.</li> </ul>					
<b>Action to be taken including staff training.</b>	<b>Success Indicators</b>	<b>Evidence</b>	<b>Lead</b>	<b>Timescale</b>	<b>CPD / RESOURCE</b>
<b>Ensure that staff and students are fully aware of issues around disability.</b>					
Develop opportunities for students to see positive role models with disabilities.	Students speaking positively about disability issues. Students and parents with disabilities recording positive experience in school.	Assemblies, PSHCE activities	HoY SJ	Ongoing	Parent/student questionnaires
Share requirements of Equality Act, SEND policy and accessibility plan with staff annually.	Staff fully aware of requirements of Equality Act and policies.	Staff aware and policies fully implemented.	SENCo SJ	INSET/CPD time	
Ensure all staff are aware of additional needs of disabled students in school.	Staff fully aware of medical needs and requirements within school.	Individual plans in place for all disabled students	SENCo Welfare Officer	Staff CPD on specific needs as required.	SENCo to provide training/support
Consult with parents on priorities for SEND.	Parents and students consulted prior to changes to plan and SEN information report.	Parental and child views incorporate in	SENCo	January 2020	SEN Review

		new plan.			
<ul style="list-style-type: none"> <li>• <b>Ensure disabled students can participate in the school curriculum</b></li> </ul>					
Additional specialist equipment may be required to support students with disabilities	Students with disabilities are involved in all lessons and wider curriculum opportunities.	Lesson observations	SENCo SJ	Ongoing	
Ensure staff are aware of needs of all disabled students within school – provide training where required.	Curriculum adapted where necessary. Staff training needs met.	Continued progress of all groups of students.	SENCo HoY	Ongoing	
School trips and after-school clubs to be accessible to all students. Monitor attendance at these for students with disabilities.	Students with disabilities included in wider curriculum opportunities.	Registers for extra-curricular	SENCo JH	Termly	None
Develop opportunities for ETAs to be involved in lesson planning.	ETAs supporting teachers with adapting lessons and curriculum.	Planning	SENCo SJ	September 2020	
Students will be assessed for suitable access arrangements for examinations to ensure attainment is achieved	Disabled students have access to assessments, examinations and curriculum materials	Through individual pupil reviews and analysis of progress data	SENCo / Exams Officer / Educational Psychologist	Reviewed annually or as need arises	Costs from school budget or top up funding
<b>Ensure that, where possible, the physical environment of the school is accessible to disabled students, staff and parents.</b>					
Ensure all students can be safely evacuated in an emergency.	Personal Emergency Evacuation Plans in place for all disabled students. Fire evacuation drills effective.	PEEPS in place Fire drill reports	Welfare Officer/ fire officer	Ongoing as needs change	

	All disabled students and staff supporting them are confident in event of fire.				
Ensure escape routes are suitable for all.	All students and staff can be safely evacuated from all areas of school.	Fire drill reports	Welfare Officer/ fire officer SPIE	Ongoing as needs change.	
All disabled toilets and lift to be kept in good working order.	All disabled toilets and lifts working effectively	Inspections	Site staff	Termly	
<b>Ensure that information is accessible to disabled students, staff and parents.</b>					
Continue to monitor communication needs of parents/students	Meet needs as required. Alternative formats/languages investigated and prepared as required.	Alternative formats available	SENCo	Ongoing	
Ensure parents are aware of how to request information in different formats.	Alternative formats investigated and prepared as required.		SENCo	Ongoing	



## **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