

Glenwood School Accessibility Plan (2016)

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002. This document states that the purpose of an Accessibility Strategy or Plan is for:

- (a) increasing the extent to which disabled pupils can participate in the school curriculum;
- (b) improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services;
- (c) improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

The plan also considers the guidance contained in ‘Supporting pupils at school with medical conditions’ (issued by the DfE in Sept 2014) which states that:

‘Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.’

The Special Educational Needs and Disability Code of Practice issued in Jan 2015 also ensures that Schools meet their responsibilities in supporting young people equally:

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’

Definition of Disability

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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability as described or above or with a disability which may be temporary due to ill health.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) **Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school's arrangements to improve access to the curriculum is through devising and implementing appropriate staff training and development

b) **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Plans for improvement in schools premises are contained within the school development plan.

The monitoring and evaluation process is conducted by the Site Manager and the Admin/Finance Officer with overall responsibility held by the Headteacher. Site Health & Safety inspections are held termly and annually and reported to the Headteacher.

c) **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) **Financial planning and control**

The Headteacher with Senior Management Team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan will be integrated into the School Development Plan.

Action Plan

See attached (Appendix 2)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan incorporating the Building and site development plan

- Staff training and development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies
- Governor training plan

Appendix 1

Date of Plan : May 2015

Date of Review : Summer Term 2016

Member of staff responsible: Headteacher

Governors & Committees responsible: Chairman of Governors, with the Vice Chairman of Governors, the Senior Management Team, and the Chairmen of: Buildings Committee, Curriculum Committee, Finance Committee, Personnel Committee, and Publicity Committee

This plan was drawn up by the Headteacher in consultation with the School staff

The following were consulted on the plan:

- - Governors date: May 2015
- - Teaching Staff date: May 2015
- - Support Staff date: May 2015

The revised plan was approved by the governing body on: May 2016

Appendix 2

School Accessibility Plan Update May 2016

		Objective	What	How	When	Update May 2016
Short term	1	Ensure that staff and governors, parents and pupils are aware of the relevant policies and the implications for Glenwood. This includes the new statutory information contained in the Code of Practice (Jan 2014) and the latest DfE documentation	Staff and governors informed of requirements and obligations of 'Supporting pupils with medical conditions at School', the DDA, and the School's Accessibility Plan. Any changes to practices and procedures are implemented and communicated to all	Through sharing of information and discussion in meetings	Summer term 2015	Relevant documents discussed at staff meeting Summer term. Updated in line with individual pupil requirements eg. RB, JH
	2	Ensure that the whole School Community are aware of the School's purpose as described in the LA 'Local Offer'	The School's SEN information report is accessible and relevant to all. The School's website includes options for accessibility	Through regular review of the School Communities' Needs. Involvement of the Student Council / Parent Voice groups / Staff and governors and the Local Community	Updated Autumn term 2018	SEN report shared with all staff. Report updated Autumn term 2018
Medium term	3	To embed the School's Aims and Vision, making sure that they are relevant, viable and inclusive	The School's Aims and Vision are clear to all and linked to the School's curriculum and activities	Through regular review of the School Communities' Needs. Involvement of the Student Council / Parent Voice groups / Staff and governors and the Local Community	Revisited July 2017 and September 2018	Updated as part of INSET. Student group produced 'pupil friendly' versions for KS3 & KS4. Shared with governors. Available on website
	4	To effectively transfer the statement review process to the EHCP system ensuring that pupils and parents are able to have their views represented	Student EHCP reflect their needs and support in terms of Outcomes. These are understood by all parties and are relevant and practical in terms of responsibilities	Through offering support to parents enabling all to take part and have their views understood. External support requested when	Current yr 11 by Summer 2016. Current yr 9 by Summer 2017 (policy changed – now 2016) Current yr 10 by	EHCP process underway, needs to be embedded in School practice and linked to Health and Care support. Monitoring and

				needed eg from Parent Support Groups / Social care / Early Help	Summer 2018	auctioning of outcomes is the next part of the process
		Section 4 is all completed. Objective to be updated to review how EHCP outcomes are incorporated into the School's procedures including regular and effective monitoring.				
	5	To ensure that the curriculum is challenging for all areas of SEN and enables all young people to be included in all areas of School Life	The curriculum (and the wider opportunities) that the School offers gives pupils the support they need to meet the School's Aims and Vision.	Pupil profiles are developed and widely used so that the curriculum is more personalised and accessible for the side range of need. As above, priority is to link EHCP and pupil profiles.	Ongoing from Autumn term 2018	Review of pupil passports indicated variable use. To be reviewed in light of ICT developments re Classroom Monitor. Delivery of PDL under review
Long term	6	The School buildings are physically accessible for all visitors, including those with physical disability / personal hygiene needs	Ramped access to main entrance and playground entrance to the School / fire exits are accessible ramps	Property services / the LA to support the School with advice and finance where possible	Autumn term 2017	Reviewed again by Property Services and Access team. No decision as yet (May 2016) Reviewed annually (Nov 2017 / 2018)
	7	To ensure that the School offers a suitable environment for those pupils with sensory difficulties	To make sure that any refurbishment / redecoration incorporates sensory improvements	Advice is sought from the relevant bodies when needed eg sensory OT	Autumn term 2018	To be reviewed with property services (Nov 2018)

