

## **ACCESSIBILITY PLAN 2019 - 22**

### **Introduction**

**The Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA)** introduced a legal requirement on all schools to increase accessibility for disabled students. This requirement is now included in the **Equality Act 2010**. All schools are required to produce a written Accessibility Plan.

The School's policy is to meet all legal requirements in this area and take reasonable steps to accommodate students with disability, who satisfy the entry requirements of the school. This Accessibility Plan therefore sets out how the School is planning to meet the needs of disabled students and increase accessibility for them.

This Plan will be made available to interested parties at all reasonable times, as required under the legislation. It covers the period 1 April 2019 to 31 March 2022.

### **Definition of Disability**

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. References to 'disabled people' includes students, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- long term illnesses
- hearing or sight impairments
- mobility difficulties
- mental health conditions
- learning difficulties/disabilities

### **Increasing Accessibility**

Required action may be specific to the needs of the individual, rather than of a more general nature and will include any reasonable adjustments to:

- increase the extent to which disabled students can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

### **Support**

In drawing up the Plan, account has been taken of the fact that approximately 15% of students have been identified as having Special Educational Needs. There are currently no students with Education Health and Care Plans.

Identified issues include but are not limited to: Autism/ASC, AD(H)D, visual and hearing impairments, dyslexia and dyspraxia

Support is provided in a variety of ways, including:

- in lessons
- through close liaison with departments, heads of section, the school counsellor
- with one to one support lessons with a specialist teacher
- via auxiliary devices such as hearing aids
- exam access arrangements
- through support from external agencies

The number of students who have agreed access arrangements varies year on year and include 25% extra time, the use of a prompter, a separate room, rest breaks, coloured paper and laptops among others.

### Improving Access to the Curriculum

Improvement	Objective	Timescale
Survey teacher training needs	Electronic survey to evaluate teachers' skills in a range of SEN	December 2019 Actioned October 2019, survey response informs training plan (see below)
Develop in-house deadlines for assessments and access arrangements by year group, in conjunction with exams	Ensure smooth delivery of exam access arrangements and meet exam board guidelines	September 2019 Actioned September 2019
Lesson observations by SENco	Identify and share good teaching practice Ensure positive outcomes for individual students	Actioned April-June 2020
Further investment in technological auxiliary aids for disabled students: <ul style="list-style-type: none"> <li>• reading pens</li> <li>• speech recognition software</li> </ul> reading software	Provide wider implementation of access arrangements for disabled students.  Investigate feasibility of students with SEN that require readers/scribes to take their exams in the main exam hall through the use of technology.	Ongoing <b>Reading Pens</b> Actioned July 2019 with purchase of 2 new reading pens <b>Reading software</b> Actioned June 2019 with use of reading software in the main exam hall during both internal and external exams Actioned January 2021 with students using Microsoft immersive reader <b>Speech recognition software</b> Actioned July 2019 with piloted use of speech recognition software for possible use in exams. Actioned, use to support individual student need for public exams May-June 2020 Actioned January 2021 with students using Microsoft dictate whilst learning remotely
Maintain links with external agencies	Resource available as required	Ongoing Actioned May 2019 with published list of assessors well known to the school

<p>To deliver SEN CPD to teaching staff via:</p> <ul style="list-style-type: none"> <li>• INSET sessions</li> <li>• SENCo input at staff meetings</li> <li>• SENCo visits to department meetings</li> <li>• Resource libraries</li> </ul>	<p>Facilitate teaching and learning of SEN students in the classroom</p>	<p>Ongoing <b>Inset</b> Actioned April/May 2020 with staff training: videoed PowerPoint presentation on supporting students with working memory difficulties.</p> <p>Actioned February 2021 with HoS and DoS training on attachment disorders</p> <p><b>SENCo input at staff meetings</b> Actioned December 2019 with initial feedback from SEN CPD Audit at staff meeting</p> <p><b>SENCo visits to department meetings</b> Actioned February 2020 with discussion on supporting SEN students with SPAG at English department meeting</p> <p>Actioned Michaelmas 2020 with SENCo visits to section meetings to discuss support for individual students</p> <p>Actioned February 2021 with SENCo visits to department meetings to discuss support for SEN students in lockdown</p> <p><b>Resource libraries</b> Actioned Michaelmas 2020 with books on ADHD added to the resource library</p> <p>Actioned February 2021 with resources on supporting mental health issues and raising self-esteem in students with SpLD added to the digital resource library</p>
<p>Investment in assessment materials/assessor training</p>	<p>To enable in-house identification of broad range of disabilities and thus facilitate staff to tailor support</p>	<p>Ongoing Actioned Michaelmas 2020 with review of the screening program with Leadership Actioned January 2021 with purchase of new assessments Actioned February 2021 with the purchase of remote assessment materials and permissions for online evaluations of need</p>

		To be Actioned March/April 2021 with the introduction of screening for all year 10 students using new/additional tests which complement the existing screening program.
Review SEN academic monitoring processes	Assess effectiveness of interventions and ensure lessons are targeted at those with the greatest need	Ongoing Actioned June 2019 as part of department development plan To be actioned Trinity 2021 SENCO to attend training on using data to monitor students
Review learning support lesson arrangements and consider a 3-wave system	Increase volume of specialist support, whilst ensuring lessons are targeted at those with the greatest need	To be actioned Lent 2021 due to the need for flexibility of teaching/support in lockdown
Introduce 'rainbow forms': structured teacher feedback on SEN students' learning skills	Compare data year on year to assess effectiveness of interventions and ensure lessons are targeted at those with the greatest need.	Actioned July 2019 with progress tracking To be actioned Lent 2021 - make available to teaching staff so that staff can monitor skills and mindset alongside academic performance
Appointment of TA in support of any student with an EHCP reasonable requirement.	Support students in full access to the curriculum.	As required. To be actioned in advance of Mich 2021
Where reasonable, plan timetable to allow easy access to classrooms for wheel chair users	Avoid use of rooms only accessible by stairs	As required To be actioned in advance of Mich 2021.

### Improving Access to the Physical Environment

Improvement	Objective	Timescale
Lower access control keypads for wheelchair users	Wheelchair users able to access the building without assistance	As required (currently not applicable)
Dropped kerbs by main gates and in Chapel Car Park.	Further facilitate wheelchair access across the site.	To be actioned Jan 2022
Wheelchair access and disabled parking at Church Farm	Access to site and Parking	Subject to planning approval
New 6 <sup>th</sup> Form Centre	Facilities to include provision for wheelchair users: doors; toilets; lifts; classroom layout & provision.	Plan completed September 2019; Under construction Apr '21 – Sep '22
Provide visual and audible indication of floor levels in lift cars	To identify level of building for users	With all new builds: New 6 <sup>th</sup> Form Centre under construction Apr '21 – Aug '22

### Improving Access to information

<b>Improvement</b>	<b>Objective</b>	<b>Timescale</b>
Provide visual and audible indication of floor levels in lift cars	To identify level of building for users	With all new builds  New 6 <sup>th</sup> Form Centre under construction Apr '21 – Aug '22
Provide clearer directional signage to buildings	Way finding becomes easier	As required with all new builds  New 6 <sup>th</sup> Form Centre under construction Apr '21 – Aug '22
Provide tactile signage at door entrances to school	Disabled persons able to follow instructions for entry	As required (not currently applicable)

### **GOVERNOR SCRUTINY OF IMPLEMENTATION**

This takes place through Governor Committee and governor involvement in the annual review of the plan.

**Policy last reviewed**

Lent 2021

**Next review due**

Lent 2022

**Person responsible for review**

Director of Staff