

ACCESSIBILITY PLAN 2017 - 20

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 2017 to 31 March 2020.

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 there are 89 girls, as of February 2019 who have been identified with Special Educational Needs, 18 of whom are categorized as Mild SEN, with the remaining 71 Medium SEN. There are currently no girls with severe SEN or Education Health and Care Plans.

Identified issues include but are not limited to; mild autism, hearing difficulties, visual impairment, 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. Many of these arrangements are organized in house and include the use of a prompter, a separate room, rest breaks, coloured paper and laptops.

Improving Access to the Curriculum

Improvement	Objective	Timescale
Adequate number of trained staff to provide support to disabled students	Training for all staff available as part of INSET	Ongoing Actioned June 2017 with external staff INSET on ASD/AD(H)D
Appoint additional PT member of the Learning Support department.	Specialist teaching available to more disabled students.	Sept 2017 Actioned Sept 2017 with appointment of 0.60 LS Teacher
Screening extended to new students in Year 6 & 9. Extend the use of SDMT screening.	To improve identification of girls with specific learning difficulties	From Sept 2017 Actioned Sept 2017 with whole school screening
Where feasible, plan timetable to allow easy access to classrooms for wheel chair users	Avoid use of rooms only accessible by stairs	As required Actioned for U6 student Sep 2017
Investment in auxiliary aids for disabled students (reading pens, speech recognition and reading software)	To provide wider implementation of access arrangements for disabled students	Ongoing Actioned June 2017 with improvement to word processing software.
To deliver teacher training as appropriate	Facilitate teaching and learning of SEN students in the classroom	Ongoing Actioned with in-house training delivered to individual student teachers March 2018; teaching and differentiation INSET Jan 2018; working memory/metacognition INSET Jan 2019
Increased SENCO involvement in academic management	SENCO more involved in direct dialogue with Heads of Department.	September 2018: Actioned with appointment of Head of Learning Support Sep 18
Review of assessment procedures	More comprehensive assessment process to better identify learning needs early	January 2019 Actioned Sep 18

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.	From September 2017 Actioned July 2018 Use for progress tracking July 2019
Maintain links with external agencies	Resource available as required	Ongoing Actioned June 2017 with external staff INSET on ASD/AD(H)D Publish list of assessors well known to the school May 2019
Investment in assessment materials/assessor training	To enable in-house identification of broad range of disabilities and thus facilitate staff to tailor support	Ongoing Actioned May 2017 with purchase of Lucid VISS visual stress computerised assessment Actioned Nov 2018 with dyscalculia assessor training and purchase of new assessments. Review screening assessments July 2019
Further investment in auxiliary aids for disabled students (reading pens, speech recognition and 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 Actioned with installation of reading software on all systems used by students and exam laptops February 2019 Pilot use of speech recognition software for possible use in exams July 2020
Review SEN academic monitoring processes to incorporate data biannually	Assess effectiveness of interventions and ensure lessons are targeted at those with the greatest need	February and June 2019
Survey teacher training needs	Electronic survey to evaluate teachers' skills in a range of SEN.	June 2019

Improving Access to the Physical Environment

Improvement	Objective	Timescale
Provide visual and audible indication of floor levels in lift cars	To identify level of building for users	With all new builds
Wheelchair friendly science benches	Enable participation in practical experiments.	Lent 2018 Completed January 2018
Wheelchair Access to Ground Floor of Bursary	Access to Bursary	Sept 2018 Completed Sept 2018

Disabled Access and Accessible toilets within Church Farm Pavilion	Use of Building by disabled students and visitors	Completed January 2018
Lower access control keypads for wheelchair users	Wheel chair 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.	Jan 2019
Proposed new 6 th Form Centre	Full Disabled access with Accessible Toilet facilities.	Dec 2020
Wheelchair access and disabled parking at Church Farm	Access to site and Parking	Jan 2021
New Food & Nutrition Centre	Facilities to include provision for wheelchair users.	On redevelopment of Hayward House

Improving Access to information

Improvement	Objective	Timescale
Provide visual and audible indication of floor levels in lift cars	To identify level of building for users	With all new builds
Provide clearer directional signage to buildings	Way finding becomes easier	As required with all new builds
Provide tactile signage at door entrances to school	Disabled persons able to follow instructions for entry	As required (not currently applicable)

Policy last reviewed

Lent 2019

Next review due

Lent 2020

Person responsible for review

Director of Staff