



Achievement For All

ACCESSIBILITY PLAN

LONG STRATTON HIGH SCHOOL

Plan Consultation & Review

This plan was written in consultation with staff. It can be found on the school website and is available on request from the school office.

This policy will be reviewed in full by the Governing Body every three years. This policy was last reviewed and agreed by the Governors' Staffing Committee (subject to consultation) in January 2018. It is due for review in January 2021.

Signature

Headteacher

Date: January 2018

Signature

Chair of Governors

Date: January 2021

Introduction:

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

Definitions of SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

1. has significantly greater difficulty in learning than the majority of others of the same age or
2. has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.

(SEND code of Practice 2014)

The school's Aims:

Our aim is to achieve maximum inclusion of all pupils, including those with SEN, and meet all pupils' individual needs by removing barriers to participation and learning to enable them to benefit from learning opportunities within the National Curriculum. Part of our ongoing plans for development is to promote inclusive teaching (Quality First Teaching) across all subject areas and gain a greater understanding of students' individual needs. Appropriate interventions will be implemented to enable students to progress and reach their potential.

The Equality Act 2010:

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post16 institutions, local authorities have towards disabled children and young people;

They must not directly or indirectly discriminate against, harass or victimise disabled children and young people

- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public-sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.' (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality 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 pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan:

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Long Stratton High School the Plan will be monitored by the Headteacher and Site Manager and evaluated by the Local Governing Body.

The plan below sets out our current position and the proposals of the Local Governing Body of the school to increase access to education for disabled pupils.

Planned Outcome	Current Position	Planned Action	Timescale	Actioned By	Monitored by
Access to the Curriculum					
All students and vulnerable groups have access to the curriculum and can learn effectively.	As a relatively small school we have very few pupils that have a physical impairment. However, all areas of the school are accessible should the need arise. Pupils that do have a physical impairment are supported by whatever means necessary to help them around and in lessons. We make any necessary adjustments as required to accommodate any child's needs. This supported through the SEN Department	To ensure the school lift is fit for purpose following several incidents in the previous year.	In place (practice under constant review)	SEN department and Site team	Site Manager
Access to the Wider Curriculum					
All students and vulnerable groups have access to extra-curricular activities, school trips and after school clubs.	Risk assessments are included as part of the Evolve trip approval system. Students have access to areas where extra-curricular activities and clubs are taking place. Classrooms are changed when access proves difficult if this is not viable then the class is re-roomed.	Risk assessments are created for specific needs on an individual basis.	In place (practice under constant review)	Educational Visits Coordinator Intervention & Inclusion Co-ordinator	Headteacher
Access to Learning					
All teachers are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum.	The schools strap line is "achievement for All" and this reflects our approach to learning. With the new accountability measures it is crucial that all pupils maximise their performance however it is also morally right that they do so.	Continued training and monitoring of pupil performance to ensure no child is left behind and to ensure maximum progress is achieved for every individual.	In place (practice under constant review)	Heads of Department	Assistant head of teaching and learning.
Equality Impact Assessments					

All policies and procedures are subject to an equality impact analysis.	A programme of review needs to be put in place by the governing body to ensure that there is equality of access in all functions of the school.	All policies are currently under review since joining the trust. All policies that are school specific will be addressed through the rolling programme.	over a two-year period, all policies will be reviewed	Headteacher	Governors
Access to the Physical Environment					
Enable disabled students, staff, parents and visitors to have reasonable access to premises and facilities.	Concrete ramps have been installed at various points around the school, so the all blocks of the school and all rooms are accessible. The main reception doors have a switch to allow people into that area from there access is provided as necessary. Accessible equipment has been installed in some classrooms of the school (sink/cooker/desk). We now provide a disabled parking bay very close to the main reception entrance.	All future new build areas of the school are to be specified to be DDA compliant. A Personal Emergency Evacuation Plan (PEEP) should be agreed with all pupils, staff and visitors that request one	In place (practice under constant review)	Site Manager	Headteacher
Meet the needs of all hearing-impaired students, staff, parents and visitors to the school.	As required classrooms have been carpeted to improve acoustics. Our one hearing impaired pupil provides staff with the mic to use during lessons		In place (practice under constant review)	Site Manager	Headteacher
Meet the needs of all visually impaired students, staff, parents and visitors to the school.	Additional external lighting has been installed at key areas to aid movement across the site at night. Fire notices have been made clearer. An on-going programme to replace classroom projectors to improve visibility of electronic displays in classrooms has commenced.	Review signage and corridor markings.	In place (practice under constant review)	Site Manager IT Service Manager	Headteacher

Attitudes & Perceptions					
To promote positive attitudes to disability.	Although there are no reported incidence linked to our pupils that have a physical impairment we still educate pupils in this way through assemblies, life skills lessons (in KS4) and days (in KS3)	Ensure that the work we do is clearly evidence during the new KS3 drop down days.	In place (practice under constant review)	Life Skills Coordinator	Assistant Head of Pastoral support
Staff					
Promote equality of opportunity for staff	Monitor data in relation to recruitment, retention and professional development. Encourage disclosure of disability. Arrangements in place for equality of provision for disabled staff cover recruitment, professional duties, participation in extra-curricular activities & staff development.	SLT to review the current data in regards to recruitment and retention, identify if there are any requirements for change the current processes and policies.	In place (practice under constant review)	Headteacher	Governors