

Thomas Alleyne's High School

Accessibility Plan

Introduction

This plan is drawn up to implement the Thomas Alleyne's High School Planning Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfES guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils'.

The plan supports the school's long-term aims as set out in "The Challenge", which state:

'When students have special needs these are dealt with in a coherent manner and are reviewed at regular intervals'

'All students value people with disabilities'.

Definition of Disability

The Disability Discrimination Act 1995 defines disability as following:

'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'

- A physical or mental impairment includes sensory impairments; impairments relating to mental functioning, including learning disabilities; and long term health conditions such as diabetes, epilepsy, HIV infection, cancer or multiple sclerosis.
- Substantial means more than minor or trivial.
- Long-term means an impairment that has lasted at least 12 months, or is likely to last 12 months or for the rest of the person's life.
- Normal day-to-day activities cover the following categories: mobility; manual dexterity; physical coordination; continence; ability to lift carry or otherwise move everyday objects; speech hearing or eyesight; memory or ability to concentrate, learn or understand; perception of the risk of physical danger.

Key Objective

To create a rich environment which enables disabled pupils, parents, staff and governors to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favorably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

School Principles

- When performing their duties all staff and governors will have regard to the DRC Code of Practice).
- Compliance with the requirements of the DDA is key to all school policies.
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality.

Activities

The school will undertake to meet its key objective by developing three key areas:

1. Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice.
- Continue to follow and endorse the key principles of the National Curriculum 2000 Framework.
- To direct funding into staffing in order to maintain reduced academic group sizes and provide substantial pastoral support to ensure that all students achieve increased levels of success.
- To provide a quiet room facility for students to complete work and private study at break times or lunch times.
- To show flexibility when putting together student timetables. This may include visits to college or regular work experience.

- To provide extra curricular activities which will appeal to a variety of different interests including gardening clubs, Young Engineers, football, drama club, maths club etc.
- To support students in completing their homework and coursework tasks by providing a regular homework club, staffed by TAs and tutors, and coursework/ revision classes staffed by subject staff.
- Increase participation in leisure and cultural activities, as well as out-of- school visits particularly for pupils who present physical or behavioural challenges. Also to involve students in externally run events for particular pupil groups, for example attendance at the hard of hearing social trips.
- To produce SEND risk assessment procedures for students with physical needs, for the subjects during which they may be at risk of injury or accident.
- To increase the use of ICT to support the learning of students where appropriate. Either via software or hardware.
- To provide teaching assistant and tutor support efficiently to support students in the classroom or provide one to one sessions where necessary.
- To offer effective communication to teaching staff regarding specific pupil needs and provide regular training.
- To liaise and work with outside agencies in order to support and enhance pupil's access to the curriculum. To hold focus groups of students with specialists from external agencies to discuss issues that may affect their access to the curriculum.
- To identify peer support mechanisms, for example the school council, and ensure that pupils have a voice in decisions that affect them.
- To enhance the positive culture and ethos of the school by undertaking quality marks and other additional interventions, for example the Basic Skills Quality Mark, and Dyslexia Friendly status.
- To set regular homework appropriate to the ability level of each teaching group and provide feedback on it.

2. Access to the Physical Environment

- The school will annually audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Consider how different impairments have specific requirements and can be best catered for within the school environment.
- Consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health, provision.
- To seek and follow the advice of services such as other schools, the LEA, the Government, and independent bodies to achieve best practice.
- Maintain yellow lips on the edge of steps around the school to facilitate movement around the building for those students with visual impairments.
- To ensure that all stairs have banister rails on at least one side.

- To ensure that all new developments have disabled access.
- To maintain the ramp access to the ground floor of the main teaching blocks inschool.
- To implement buddy or early release schemes where appropriate for individuals to make movement around the school less daunting.
- To ensure that eating and toilet facilities are available on the ground floor of the school.

- To timetable students with physical or sensory disabilities into subject rooms that are most appropriate to their needs where necessary.
- To increase the access to and maintain radio microphones and computer hardware including alpha smarts. To provide staff training where appropriate on the purpose and use of such aids.

3. Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility by considering issues such as readability. To provide copies of school documents in Dyslexia Friendly format.
- Work with Local Schools, LEA and local support services to source best materials at an appropriate cost.
- Include parents and pupils in the choice of the most suitable media for the disabled child.
- Provide Teaching Assistant support to students who require support in reading or interpreting written information, for example at the time of options choices in Year 9.
- To provide information about the school via the school website.
- To hold an SEND open evening every term for parents of students with learning or physical disabilities. This allows regular informal discussion about relevant issues.
- To take advice and develop resources with outside agencies such as the SEND Family Partnership, and to encourage outside speakers to attend SEND open evenings and provide information to support parents.
- To communicate with parents in the most appropriate way possible for example, letter, phone call, e-mail or meeting.
- To use the hearing loop in the theatre for all presentations to students or to parents.

Linked Policies

The plan will contribute to the review and revision of related school policies,

- School SEND Information Report
- School Development Plan
- Staff Development Plan
- Building and site development plan
- SEND Policy
- Equal Opportunities Policy
- Curriculum Policies
- Teaching Assistant Policy
- Homework Policy
- Basic Skills Policy

Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means:

- School Website
- Application to the school
- School Prospectus
- Annual Governors' Report

Disability Action Plan

Targets	Strategies	How	When	Goals Achieved
To successfully induct students with Epilepsy (seizures daily)	<ul style="list-style-type: none"> Training for all LSAs - Manuel handling, EVA chair, emergency medication All staff understanding of policies and procedures 	Whole staff training. Specialist training provided for LSAs. Purchase of EVAC chair. Risk assessments.	On-going	Student able to access a full curriculum regardless of the impact of the disability
HCP to be amended / created for all relevant year 9 / new students	<ul style="list-style-type: none"> Liaison between SENCO/medical officer/school nurse/home/student 	Planned care review times	On-going	Up to date and relevant HCPs in place to allow for most effective medical support.
Ensure compliance with DDA and SEND Code of Practice	<ul style="list-style-type: none"> Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan 	Staff Meeting Guidance Notes Governors Meeting	Ongoing Review annually	School complies with DDA and COP Requirements
Increased involvement of parents of disabled children in decision making	<ul style="list-style-type: none"> Encourage parents to become governors Parent drop in sessions 	Parent evenings Literature Promotion Governors Meeting	Ongoing Review annually	Parents of disabled children feel able to express their views
Improved awareness of prospective and existing pupil disabilities	<ul style="list-style-type: none"> Include as part of the application process Liaison with school nurses and feeder schools Training 	Application process Open Days Staff Meetings	Ongoing Review annually	School able to best target / plan resources
Improve staff understanding and skills for dealing with disabled students	<ul style="list-style-type: none"> Training sessions in awareness and different disabilities Open discussion SEND folders in every department 	Staff Meetings Training Reviews Governors Meeting	Ongoing Review annually	A wide skill base is available
Lead LSAs offered key CPD for key Disabilities	<ul style="list-style-type: none"> Deaf awareness/ Dyslexia training Epilepsy training Autism training SEND representative named for every department 	Internal courses External courses	On-going Review termly	Chosen staff member is confident in giving advice to others in their key disability
Share Best Practice	<ul style="list-style-type: none"> Increased communication with middle schools 	Pyramid meetings SEND dept meetings Staff Meetings SENSS training Staff to attend SENCO updates.	Ongoing Review annually	Partnerships are formed with other local schools and ideas disseminated
Continue to improve range and availability of resources relevant to needs of current students	<ul style="list-style-type: none"> Partner with other schools to share cost of purchasing Find out about full range of services available from LEA Contact resource providers to find out what is on offer eg ICT 	Staff meetings Governors Meetings Purchasing decisions	Ongoing Review annually	A wider range of resources are available to school

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Improve access to all teaching areas	<ul style="list-style-type: none"> Follow steps identified in Mobility Environmental Audit completed in 2006 Improve signage around school 	Purchasing decisions Site management team to work with SENCO	On-going	All ground floor teaching area is accessible All steps have contrasting edging
All staff use hearing induction loop for presentations in the theatre Use of hearing loops for students with HI.	<ul style="list-style-type: none"> Instructions for use of the loop available in the office 	Staff training	On-going.	Students with hearing impairments have equal access to spoken information.
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> Set up mentoring or buddy schemes Elect a student on the school council as equality officer Positive images of disabled children and adults on show around school/in paperwork 	Student council Staff meetings	On-going.	Disabled children feel more secure within their peer group.

Review and Responsibilities

Date of Plan:	October 2018
Date of Review:	September 2019
Member of Staff Responsible:	Mr D Godwin (SENCO)
Governor(s) / Committee(s) Responsible:	Mari Jari (Governor)
This plan was drawn up by a working group comprising of:	Mr D Godwin (SENCO) Mrs S Lacey (Assistant SENCO) Mr C. Catteral (Assistant Head) Mrs Mari Jari (Governor) Focus group of students from Thomas Alleyne's SEN parents of students from Thomas Alleyne's
The plan was approved by the governing body on:	
Alternative formats available:	e-mail enlarged print web page