THOMAS ALLEYNES HIGH SCHOOL

Accessibility Plan
December 2019/20

Approved/reviewed by	
Learning and standards Dec 19	
Date of next review	December 2020

Introduction

This plan is drawn up to implement the Thomas Alleyne's High School Planning Duty for Disabled access. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum

- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind

The plan will be made available online on the school website, and paper copies are available upon request.
Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.
Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key Objective

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

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 students 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:

Access to the Curriculum
- The school undertakes to assess its provision of curriculum to students 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 ULT, the Government, and independent bodies to achieve best practice.
- Continue to follow and endorse the key principles of the National Curriculum 2014 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, sports, art, music, drama, animal care 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 students 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 students have a voice in decisions that affect them.

- To enhance the positive culture and ethos of the school by undertaking additional interventions, for example the touch typing, small group provision and Dyslexia friendly status.
- To set regular homework appropriate to the ability level of each teaching

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 the Government, the ULT, other schools, 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 in school.
- 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 computer software and laptops. To provide staff training where appropriate on the purpose and use of such aids.

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, ULT and local support services to source best materials at an appropriate cost.
- Include parents and students 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 and provide feedback on it

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
- Risk assessment Policy
- Health and safety
- SEND Policy
- Medical policy
- Equal Opportunities Policy
- Curriculum Policies
- Teaching Assistant Policy
- Homework Policy

Disability Action Plan

Targets	Strategies	How	When	Goals Achieved
HCP to be amended / created for all relevant **year** 9 / new students	• Liaison between SENCO/medical officer/school nurse/home/student • Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan	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 2014	• Encourage parents to become governors Parent drop in sessions	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	• Include as part of the application process • Liaison with school nurses and feeder schools • Training	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 student disabilities	• Training sessions in awareness and different disabilities • Open discussion • SEND folders in • every department	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 in order for staff to make reasonable adjustments.	• Deaf awareness/ Dyslexia training • Epilepsy training • Autism training • SEND representative named for every department	Staff Meetings Training Reviews Governors Meeting	Ongoing **Review** annually	A wide skill base is available
LSAs offered key CPD for key Disabilities	• Deaf awareness/ Dyslexia training • Epilepsy training • Autism training • SEND representative named for core departments Increased communication with middle schools	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	• Increased communication with middle schools • Partner with other schools to share cost of purchasing	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

Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all students, including those with a disability. The curriculum is reviewed to ensure it meets the needs of all students.	Staff meetings Learning walks Lesson observations Reporting cycle	On going	There is a wide range of resources are available to school
Improve and maintain access to the physical environment	The environment is adapted to the needs of students as required. This includes: • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities	Site walks	On going	Site is regularly updated and improved.

Review and Responsibilities

Date of Plan:	October 2019
Date of Review:	October 2020
Member of Staff Responsible:	Mr D Godwin (SENCO)
Governor(s)/ Committee(s) Responsible:	Mari Jari (Governer)
This plan was drawn up by a working group comprising of:	Mr D Godwin (SENCO) Mrs S Lacey (Assistant SENCO) 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:	
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