Accessibility Policy
(with Accessibility action plan)

Approved by Governors: Spring 2018
Review Date: Spring 2019
Person Responsible: Headteacher
Introduction

Disability is defined by the Disability Discrimination Act 1995 (DDA):
“A person has a disability if he or she has a mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under Part Four of the DDA:

- Not to treat disable students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled students.

This duty requires schools to produce an Accessibility Plan that identifies the action the college intends to take over a three year period to increase access for those with a disability in three key areas, is published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the college curriculum.
- Improving the environment of the college to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- In addition, the Disability Equality Duty (2006) requires all schools to:
  - Eliminate discrimination that is unlawful under the DDA.
  - Eliminate harassment of those with a disability.
  - Promote positive attitudes towards disabled persons.
  - Encourage participation by disable individuals
  - Take steps to take account of disabilities even if this involves treating disabled persons more favourably.

This duty requires schools to:

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES / Action Plan.
• Demonstrate that they have take action identified to achieve outcomes.

• Report on progress, review and revise the DES annually.

• This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in

• “Accessible schools: Planning to increase access to schools for disabled pupils”, issue by DfES in July 2002.

• At all times the college will also be equally aware of the needs of disabled staff, parents and visitors.

**Key objectives**

• To reduce and eliminate barriers to access to the curriculum and to full participation in the college community for students and prospective students with a disability.

• To provide a caring and friendly environment.

• To provide resources to cater for the needs of the individual students.

• To promote an understanding of disabilities throughout the college and an awareness of the needs of students with a disability.

**Principles**

• Compliance with the DDA is consistent with the college’s aims, equal opportunities policy, and the operation of the college’s SEN policy.

• The college recognises its duty under the DDA (as amended by the SENDA); not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.

• Not to treat disabled pupils less favourably.

• To take reasonable steps to avoid putting disabled students at a substantial disadvantage.

• To publish an Accessibility Plan

• In performing their duties, governors and staff will have regards to the DRC Code of Practice (2002).

• The college recognises and values parents’ knowledge of their child’s disability and its effect on his / her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality.

• The college provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of the individual students and their
preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding the students’ diverse learning needs.
- Overcome potential barriers to learning and assessment for individuals and groups of students.

Activity

a) Education and related activities

The college will continue to seek and follow the advice of LA services, such as specialist teacher advisers, and of appropriate health professionals from the local NHS Trusts etc. Within the curriculum, the college aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the college will have consideration in planning facilities for:

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired
- Features such as sticky keys and filter keys to aid disabled users in using a keyboard

To develop communication skills in students, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate. To give advice and support in curriculum subjects as appropriate, to enable disabled students to participate successfully in lessons within mainstream college. To ensure that the needs of all disabled students and staff are represented within the college. To create positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people.

b) Physical environment

The college will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The college will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested etc. Its Action Plan will be monitored as required through the Finance and Resources Committee of the Governing Body.

The plan is of necessity organic and may need adaptation and additions from time to time. Additionally, the college will always endeavour to:
- Improve availability of written materials in alternative forms
- Improve working environment for students with visual impairment by incorporating appropriate colour schemes when refurbishing and install blinds on south-facing windows.

**Linked policies**
This plan will contribute to the review and revision of related college policies e.g.
- Equal Opportunities policies
- Curriculum Policies
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy
- Mission Statement
- Teaching and Learning
**Accessibility Plan 2017-2020**

As noted in the Special Educational Needs and Disability Code of Practice: 0 to 25 years, all schools must make reasonable adjustments in order to increase access for disabled pupils to the curriculum, the physical environment and to information, in order to prevent discrimination, to promote equality of opportunity and to foster good relations.

**Mission Statement:**

At Sedgefield Community College, we strive for excellence and aim to help all of our students achieve their full potential. The school is a happy, vibrant community where students work hard in their academic studies and are involved in a wide range of sporting, creative, practical and social activities.

At Sedgefield Community College, we are committed to developing a culture of inclusion, support and awareness within the school.

Sedgefield Community College, in accordance with the Equality Act 2010, defines 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 following accessibility plan has been produced using guidance from the Equality Act 2010, in order to ensure Sedgefield Community College does not discriminate against a pupil in the way it provides education for the pupil (including participation in the school’s curriculum), access to the facility and access to information. It is a projected plan for a three year period, which will be constantly monitored ahead of the review date.

The Accessibility Plan shows how access is provided for disabled pupils, staff and visitors to the school, in addition to anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant actions to:-

- Increase access to the curriculum for pupils with a disability, in addition to altering the curriculum as necessary and practicable, to ensure that pupils with a disability are as equally prepared for life (as stated in the duty of the school under the Equalities Act 2010).

- Quality first teaching where teaching and learning is monitored and reviewed in addition to the development of a wider curriculum such as participation in school clubs, cultural activities and school trips.

- The provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe and setting.

- Access to the physical environment

- Provide delivery of written information to pupils, staff, parents and visitors with disabilities.
This Accessibility Plan is not a standalone document and should be read in conjunction with other school policies and documents. Where appropriate this document will be reviewed in consultation with the Local Authority and relevant experts.

1. Aims

- Increase access to the curriculum for pupils with a disability
- Maintain access to the physical environment
- Improve the delivery of written information to pupils

2. Current good practice

As part of transition procedures, we aim to clarify disability or health conditions in early communications with parents/carers, previous educational establishments and where possible pupils. Data is constantly reviewed with parents/carers of pupils on roll to ensure alterations are accurate and needs are addressed.

Physical Environment

All pupils are given the opportunity to participate in a range of in class and extra-curricular activities where appropriate. Some aspects of extra-curricular activities may present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, afterschool clubs for pupils with physical impairments, school trips for pupils with medical needs; however adjustments are made to allow participation where practicable. Access to all areas of the school is good as most areas have wheelchair access; disabled pupils have the use of lifts and disabled toilets are available.

Curriculum

Reasonable adjustments can be made to allow access to the curriculum for pupils with a disability. This may require for example but not exclusive to additional practical aids including access to IT, alterations in delivery and access to assessment aids such as a scribe. The level of adjustments required to aid access to all aspects of the curriculum will be discussed with the pupil, parents/carer and the relevant teams supporting the pupil.

Information

As the majority of information is directed home via pupils, it may be necessary that different forms of communication are made available to enable all SEND pupils and their parents/carers access the information in a format appropriate to them. This will be discussed with all parties involved. Pupil and parent voice is important to Sedgefield Community College in order to provide a platform for all involved in the care of the pupil to express their views and to hear the views of others. Access to information is therefore discussed, planned and reviewed with a range of different formats available for disabled pupils, parents and staff.
3. Access Audit

Sedgefield Community College comprises of a two storey main building with wide corridors and several access points from outside. Our other building is also two storeys and can be accessed by several access points. Some of the doors are automatic. Each floor of both buildings has a disabled toilet and a lift provides access to the upper floor. An Evac chair is located in the main building. All of the disabled toilets are fitted with a handrail and a pull emergency cord. There are also disabled access toilets within designated toilet blocks. Within the main building are classrooms with lower level workstations.

At Sedgefield Community College there is on-site car parking for staff and visitor which includes dedicated disabled parking bays. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The main building and reception area benefits from a hearing loop system. Each classroom and toilet area has brail beneath the room number.

In order to provide access for all needs the audit will be reviewed on an annual basis or revised if the need arises.
1. **Action Plan**

Aim 1 To increase the extent to which SEND pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<table>
<thead>
<tr>
<th>Task/ Targets</th>
<th>Strategies</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>To plan and support transition</td>
<td>Liaise with previous educational establishments (primary or secondary as appropriate) To identify pupils who may need additional to or different from provision.</td>
<td>When transition occurs</td>
<td>SENCO Pastoral Assistant Head Head of Year</td>
<td>Support plan produced and/or review of EHCP</td>
</tr>
<tr>
<td>To review all statutory policies to ensure that they reflect inclusive practice and procedure</td>
<td>To comply with the Equality Act 2010</td>
<td>Oct 2017</td>
<td>Head of School SENCO</td>
<td>All SEND and accessibility policies clearly reflect inclusive practice and procedure</td>
</tr>
<tr>
<td>To establish close liaison with parents</td>
<td>To ensure parent and pupil voice is documented in collaboration between school and families.</td>
<td>Ongoing</td>
<td>Head of School SENCO All staff</td>
<td>Clear collaborative working approach</td>
</tr>
<tr>
<td>To establish close liaison with outside agencies for pupils with additional needs</td>
<td>To ensure collaboration between all key personnel. Sharing information about the child where necessary.</td>
<td>Ongoing</td>
<td>Head of School SENCO All staff Outside agencies</td>
<td>Clear collaborative working approach Detailed support plans/EHCP document</td>
</tr>
<tr>
<td>To ensure full access to the curriculum for all children.</td>
<td>Seek advice from specialist advisory teachers; CPD for teachers lesson observation and:</td>
<td>ongoing</td>
<td>SENCO Outside agencies</td>
<td>Learning walks Book scrutiny Review meetings</td>
</tr>
</tbody>
</table>
A differentiated curriculum with alternatives offered if practicable.
A range of support staff including trained learning support
Use of ICT equipment
Access to additional practical aids
Access to alternative assessment arrangements
Access to school counselling if required
Explicit teaching of generalising skills from one context to another

<table>
<thead>
<tr>
<th>Medium Term</th>
<th>Tasks/targets</th>
<th>Strategies</th>
<th>Timescale</th>
<th>Responsibility</th>
<th>Success criteria</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>To finely review attainment of all SEN pupils. Scrutiny of assessment systems. Regular liaison with parents and pupils</td>
<td>To finely review attainment of all SEN pupils. Scrutiny of assessment systems. Regular liaison with parents and pupils</td>
<td>Termly</td>
<td>Class teachers SENCO</td>
<td>Progress made towards targets Learning walks Book scrutiny Review meetings Lesson observation</td>
</tr>
<tr>
<td>To promote the involvement of SEND students in classroom discussions/activities when teaching</td>
<td>Give alternatives to enable SEND pupils to participate successfully in lessons Creating positive images of disability within the school</td>
<td>Ongoing</td>
<td>Whole school approach</td>
<td>Through pupil parent and staff voice, ensure that the needs of all are represented within school.</td>
<td></td>
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**Accessibility Policy**
Sedgefield Community College
### Long Term

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<tbody>
<tr>
<td>To deliver findings to Governing Body.</td>
<td>Present to link governor in Autumn term.</td>
<td>As required. Annual meeting with SEND governor.</td>
<td>SENCO SLT/SEN Governor</td>
<td>Governors fully informed about SEN provision and progress</td>
</tr>
</tbody>
</table>

### Short Term

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<tr>
<td>Improve physical environment of school</td>
<td>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.</td>
<td>Ongoing</td>
<td>SLT</td>
<td>Enabling needs to be met where possible.</td>
</tr>
<tr>
<td>Ensuring all with a disability are included</td>
<td>• Create access plans for individual pupils as required • Evaluation forms</td>
<td>With immediate effect to be constantly reviewed</td>
<td>All staff SENCO</td>
<td>Monitor if needs are being met where possible.</td>
</tr>
</tbody>
</table>

Aim 2: To improve the physical environment of the school
### Medium Term

<table>
<thead>
<tr>
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<th>Responsibilities</th>
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</tr>
</thead>
<tbody>
<tr>
<td>To ensure that the medical needs of all pupils are met fully within the capability of the school.</td>
<td>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</td>
<td>With immediate effect to be constantly reviewed</td>
<td>Head Teacher Head of Year SENCO</td>
<td>To ensure that the medical needs of all pupils are met fully within the capability of the school.</td>
</tr>
<tr>
<td>Ensure parents are involved</td>
<td>Provide disabled parking spaces for disabled to drop off &amp; collect children</td>
<td>Established</td>
<td>Whole school approach</td>
<td>Monitor and review</td>
</tr>
</tbody>
</table>

Aim 3: To improve the delivery of information to SEND pupils and parents.

### Short Term

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</thead>
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<tr>
<td>Ensure access to information by parents, staff and visitors.</td>
<td>Communicate with parents in a format that is appropriate for them.</td>
<td>Ongoing</td>
<td>Class teacher SENCO</td>
<td>Monitor and review if format is appropriate</td>
</tr>
<tr>
<td></td>
<td>Regular communication with parents</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Support plans</td>
<td></td>
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</tr>
<tr>
<td>To enable improved access to written information for pupils.</td>
<td>Providing in class support such as appropriate font size, overlays, IT support</td>
<td>Ongoing</td>
<td>Class teacher SENCO Site manager</td>
<td>Monitor and review if appropriate</td>
</tr>
<tr>
<td>Medium Term</td>
<td>To review children’s records ensuring school’s awareness of any disabilities.</td>
<td>Ensure information is correct and up to date.</td>
<td>Support plans reviewed termly. Updates provided when required</td>
<td>Class teachers SENCO Outside agencies Support staff</td>
</tr>
</tbody>
</table>