



ACCESSIBILITY POLICY AND PLAN 2016

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Approved by: Full Governing Board

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ACCESSIBILITY POLICY AND PLAN

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1 Introduction

The purpose of this accessibility policy is to ensure that Seva school and its curriculum are thoroughly inclusive and that all members of the school community can access facilities and wider provision.

The Disability and Discrimination Act 1995 describes a disability as ‘a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-to-day activities’.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, a Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This policy sets out the proposals of the Governing Board of Seva school to enable access to education for disabled pupils in the three areas required by the DDA:

- Where ever possible to remove obstacles to ensure as far as is reasonably possible disabled pupils can participate in the school curriculum;
- Improving the environment of the schools to ensure disabled pupils can take advantage of education and associated services;
- Were necessary ensuring by appropriate means the delivery of information to disabled pupils in a manner which enables them to follow the same curriculum path as non-disabled pupils.

2 Vision and Values

At Seva school, we;

- make all children and pupils feel welcome irrespective of race, colour, creed or impairment

- have high ambitions for disabled pupils and expect them to participate and achieve in every aspect of school life
- are committed to providing a fully accessible environment which values and includes all children and pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
- are committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion
- identify and remove barriers and respond to children and pupils' diverse needs so that disabled children and pupils can participate in every area of school life.

3 Definitions

The Disability and Discrimination Act 1995 describes a disability as 'a physical or mental impairment which has a substantial and long term adverse effect upon their ability to carry out normal day-to-day activities'.

Disability covers all people of all ages including those with heart disease, diabetes, severe disfigurement, depression, schizophrenia, dyslexia, epilepsy, Downs Syndrome and physical and sensory impairments. The definition can include hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder(ADHD). Impairment does not itself mean a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

Children and pupils at Seva school have a wide range of needs and some have an Education and Health Care Plan.

Children and pupils without an EHC, but who have identified disabilities include those with specific learning difficulties, speech and language impairments, hearing and visual impairments and allergies, blood disorder, asthma, eczema and heart murmurs. Provision is made for all children and pupils in the school who have identified disabilities to enable them to participate fully in school life.

4 The Main Priorities in the Seva school Accessibility Plan

Seva school is committed to equal access and opportunities for all children and pupils. Effective target setting and thorough monitoring of progress is in place for all children and pupils and high expectations are maintained for all, regardless of attainment or ability. The school promotes positive attitudes towards disabilities through assemblies and the PSHE and overall school curriculum. We ensure that all children and pupils with identified disabilities access the curriculum, providing special provision to remove any barriers to learning.

5 Improving the Physical environment of the school

Seva is a school that is still in the process of development, including in terms of new building works and alterations. We are committed to ensuring that such works and alterations will always meet the necessary provision for disabled access and that all areas have easy access to disabled and wheelchair accessible toilet facilities.

6 Improving Access to Information

Parents/carers of children and pupils at Seva school are able to inform the school of any disability that they or their children may have on completion of the school registration contact form. When the needs of the children and pupils have been ascertained, the SENCO and key staff in the school ensure that pupils are able to access the curriculum and relevant information.

7 Making it Happen

7.1 Management, coordination and implementation

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To ensure that the Accessibility Action Policy is regularly reviewed and evaluated by the Governing Board
- The primary and secondary head teachers review the policy and report back to the Governing Board.
- Staff at the school are made aware of the Accessibility policy and refer to it when drafting and reviewing policies.

7.2 Getting hold of the policy

The policy will be available on the Seva school website.

1 Accessibility Plan

1.1 Seva School

Date: 2016-19

| Target | Tasks | Timescale | Resources | Responsibility | Monitoring |
|--|---|--|--|---|--|
| <p><i>Access to Curriculum</i></p> <p>Ensure ICT appropriate for pupils with disabilities.</p> | <ul style="list-style-type: none"> ▪ Review accessibility of ICT (including notepads & whiteboards) using specialist expertise e.g. ICT coord ▪ Involve pupils in review of hard & software. ▪ Prioritise new software to purchase. ▪ Develop process for ongoing review of pupils' changing needs ▪ Review signage across school for accessibility and evaluate contribution of Communicate in Print. | <p>By end Nov 2016</p> <p>By end Nov 2016</p> <p>By end Nov 2016</p> <p>End Nov 2016</p> <p>End Dec 2016</p> | <p>Time from ICT Coord</p> <p>Plus Y7 hearing-impaired pupil</p> | <p>ICT Co-ord & SENCo</p> <p>JM, MS, JS</p> | <p>Leadership Team Review documents made available to SENCo</p> <p>List made available to SENCo</p> <p>Leadership team half-termly</p> |
| <p>Access to Curriculum</p> <p>Create effective</p> | <ul style="list-style-type: none"> ▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. | <p>Ongoing</p> | <p>Inset Jan 3rd 2017 on Personalising Learning</p> | <p>All staff</p> | <p>SENCo through lesson observations and sampling lesson</p> |

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| <p>learning environments for all utilising feedback from pupil groups.</p> | <ul style="list-style-type: none"> ▪ Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. Focus in Jan 2017 on Hearing Loss and ASD. ▪ Seek issues and feedback from staff on SEND issues and Pupil Survey. ▪ Review PE and Staying Healthy Curriculum. Visit to PE Dept at identified School. | | <p>Twilight on hearing loss Inset on ASD Jan 3rd</p> <p>Half Day cover for PE Co-ordinator</p> | <p>SENCo</p> <p>Safeguarding group</p> <p>SENCo survey of staff by end Nov 2016</p> <p>Pupil survey 2nd Nov</p> | <p>planning</p> <p>Leadership Team and Governors</p> <p>PE Co-ordinator</p> |
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| <p><i>Access to wider curriculum</i></p> <p>Increase participation in school activities.</p> | <ul style="list-style-type: none"> ▪ Audit participation in extra-curricular activities and identify any barriers. ▪ Ensure school activities are accessible to all students. ▪ Consider hosting an area event for partner schools e.g. Boccia, wheelchair basketball. ▪ Ensure that all venues accessible for residential trips. | <p>Spring term 2017</p> | <p>Governors to identify contingency budget for TA cover for extra curricular activities if needed.</p> <p>“</p> <p>Training needed on risk assessments for trips and extra curricular activities.</p> | <p>Sam Pickstock</p> <p>Sam Pickstock</p> <p>Sam Pickstock</p> <p>SENCo Educ. Visits coordinator</p> | <p>Leadership Team</p> <p>Governors</p> |
| <p><i>Impact Analysis</i></p> <p>Ensure all policies consider the implications of Disability Access.</p> | <ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. ▪ Involve secondary leadership group and primary leadership group in all reviews. ▪ Consult pupils and staff on any proposed changes. ▪ Introduce new policies | <p>Autumn Term 2017</p> <p>Sept 2016</p> | <p>SENCo and phase leaders time to review policies.</p> <p>Development time for homework section of the website. Decide whether to do in house or pay external provider.</p> | <p>Leadership Team and SENCo</p> | <p>Governors</p> |

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| <p><i>Attitudes</i></p> <p>To promote positive attitudes to disability</p> | <ul style="list-style-type: none"> ▪ Review PSHE Curriculum ▪ Review Assembly Programme: widen focus of Different/Same theme ▪ Develop involvement local disability groups in assemblies and visits to school | <p>Autumn term 2016</p> | <p>Noel M (secondary) and primary PSHE coord</p> <p>£150 for any new resources</p> | <p>PSHE Co-ord and DH</p> | <p>Leadership Team and Governors</p> |
| <p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p> | <ul style="list-style-type: none"> ▪ Large print and audio formats etc as required. ▪ Monitor uptake of documents in alternative formats ▪ Review accessibility of newsletter and letters for parents, including on website. ▪ Homework information available as information sheets in alternative formats as appropriate. ▪ Use of Communicate in Print software. | <p>Summer Term 16</p> | <p>Admin team</p> | <p>Business Manager</p> | <p>DH</p> |