

Accessibility Plan

2018/19



Policy Adopted on: **02.07.2018**

Approved by: **Full Board of Trustees**

Date of Review: **02.07.2019**

Signed: _____

1 SETTING INFORMATION

Vision and Values

SEVA School is an inclusive school where all students are made to feel welcome and valued. Our School vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential whatever their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. SEVA school aims to provide a rigorous and transformational education that prepares students for success at university, apprenticeships and work.

Describe the Diverse Needs of the Community

SEVA school is a smaller than average size secondary, with 530 pupils on roll, from reception to year 9.

The vast majority of our pupils are learning through English as an Additional Language, they are mostly Punjabi speaking Sikhs.

Nearly all of the pupils here are not from the catchment area and arrive by school bus or with parents.

2 PURPOSE

SEVA School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which make it hard for a person who has difficulties with:

- Physical Co – ordination
- Mobility
- Speech, Hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

All pupils should be able to take part in the day to day life our the school and benefit from the learning experiences we provide

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

An Action Plans is attached which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Emergency Evacuation Procedures
- School Development Plan

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for SEVA school can be found in the SEN Register.

Increasing the extent to which disabled pupils can participate in the school curriculum

SEVA school will endeavour to provide suitable access to a range of curriculum opportunities.

- Where necessary, guidance and support will be given by the SENCO
- SEVA school has teaching assistants who are deployed to ensure the needs of students with a statement or Education, Health and care plan are being met.
- SEVA school will facilitate services from a range of agencies for pupils and their families.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

- There is a lift each ensuring access for all pupils. The staffroom is accessible by lift for any staff with mobility needs or hidden disabilities.
- Access to the main building with automatic front doors

- There is a meeting room and toilets within easy reach of the reception so we can easily accommodate wheel chair users and visitors with reduced mobility.
- Sport facilities are located off site, we take access arrangements into account when choosing these sites.
- SEVA school has disabled toilet facilities for pupils and for the use of disabled people using extended school services.

3 PROCESS

This involves:

Access audit and review of current activities



Devise actions



Set Goals and Targets



Implementation



Evaluate the plan

4 SUMMARY

We will:

- Continue to review the environment of the school, the way we plan, prepare and deliver the curriculum, the information we provide for pupils so that we can improve the access for both individuals and groups
- Provide an atmosphere where all staff and pupils feel safe and valued
- We will achieve this by promoting understanding of disability and work to show positive models of people with a disability. Our focus will be to avoid stereotypes and use language which emphasises the person rather than the disability
- Review those parts of our extra-curricular activities which may have limited access for pupils with a disability and to provide a solution to enable us to provide learning experiences which promote similar development of knowledge and understanding

Improving Physical Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review
Ensure no student is excluded from accessing the premises	Conduct an annual audit of school premises taking into account the specific needs of any student either current or prospective	Classrooms are accessible to all students	Annual audit and update	All students can access the premises	By SENCo and AP inclusion
Improving Curriculum Access					
Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ Review

Ensure that teaching and learning meets the needs of all learners through effective differentiation	All teachers to make provision for differentiation development. Where necessary, Schemes of Work will be revised to show how the needs of different pupils will be met within lessons. Whole school staff training sessions will offer all colleagues practical ways to plan delivery of lessons	All teachers are able to fully meet students' needs with regard to accessing the curriculum	On-going	Drop in and lesson observation evidence indicates the needs of all learners are being met. Evaluation returns are positive by stakeholders.	By AP curriculum teaching and learning and AP primary
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Ensure computer provision for all students identified as requiring ICT support.	Computer/ laptop access available for students. annual audit of the ICT needs of pupils with disabilities	Improved attainment and progress for SEND students	On-going	All SEND students who require ICT support can access the curriculum and achieve.	SENCo
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes, asthma and the use of epipens.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students	SEVA school will Deal appropriately with any issues regarding health	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires	AP Inclusion and First Aider team.
Continue to ensure that the needs of SEND students are met and seen to be met.	Implement tracking to monitor the effectiveness of student Individual Education Plans - IEPs. Continually review policy and procedures relating to SEND	Improved attainment and progress for SEND students	October 18	Needs of SEND students are addressed by all teachers SEND students feel supported. Data analysis shows progress for SEND students in line with expectations and targets	By SENCo and AP inclusion

All out of school activities are planned to ensure the participation of SEND pupils	Review all out of school provision to ensure compliance with legislation	All out-ofschool activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities for all SEND pupils	Enrichment coordinator with SENCo
To liaise with primary schools to review potential intake for September 2018	To identify pupils who may need additional to or different from provision for September 2018 intake	The school will be able to put appropriate provision in place	Summer term 2018	Procedures/equipment/ Ideas set in place by September 2018	SENCo

Improving the Delivery of Written Information

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/
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					Review
Make available written material in alternative formats, if required	The school will make itself aware of the services available through the LA for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	As required	Delivery of information to disabled pupils improved.	Admin Team

Make available school brochures, school newsletters and other information for parents in alternative formats, if required	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all stakeholders	As required	Delivery of school information to parents and the local community improved	Admin Team
Review documentation as required with a view of ensuring accessibility for pupils with visual impairment.	Give advice on alternative formats, as required, and use of IT software to produce customised materials	All school information available to pupils/parents with visual impairments	As required	Delivery of school information to pupils and parents with visual difficulties improved	SENCo
Make sure disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled/designated to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this. Adopt a more proactive approach to identifying the access requirements of disabled parents		On-going	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education; Regular attendance at school events by parents with disabilities	Whole school team