

ACCESSIBILITY PLAN 2016 - 19

Introduction

The Disability Discrimination Act 1995 (DDA), as amended by the SEN and Disability Act 2001 (SENDA) introduced a legal requirement on all schools to increase accessibility for disabled students. This requirement is now included in the **Equality Act 2010**. All schools are required to produce a written Accessibility Plan.

The School's policy is to meet all legal requirements in this area and take reasonable steps to accommodate pupils with disability, who satisfy the entry requirements of the school. This Accessibility Plan therefore sets out how the School is planning to meet the needs of disabled pupils and increase accessibility for them.

This Plan will be made available to interested parties at all reasonable times, as required under the legislation. It covers the period 1 April 2016 to 31 March 2019.

Definition of Disability

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. References to 'disabled people' includes pupils, employees, governors, parents and carers and other members of the wider community that might use school premises for leisure or other activities. The definition of disability covers a broad spectrum of impairments including:

- long term illnesses
- hearing or sight impairments
- mobility difficulties
- mental health conditions
- learning difficulties/disabilities

Increasing Accessibility

Required action may be specific to the needs of the individual, rather than of a more general nature and will include any reasonable adjustments to:

- increase the extent to which disabled pupils can participate in the school's curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Support

In drawing up the Plan, account has been taken of the fact that there are 96 girls, as of February 2018 who have been identified with Special Educational Needs, 25 of whom are categorized as Mild SEN, with the remaining 71 Medium SEN. There are currently no girls with severe SEN or Education Health and Care Plans.

Identified issues include but are not limited to; mild autism, hearing difficulties, visual impairment, dyslexia and dyspraxia.

Support is provided in a variety of ways:

- in lessons
- through close liaison with departments, heads of section, the school counsellor
- with one to one support lessons with a specialist teacher
- via auxiliary devices such as hearing aids
- exam access arrangements
- through support from external agencies

The number of students who have agreed access arrangements varies year on year. Many of these arrangements are organized in house and include the use of a prompter, a separate room, rest breaks, coloured paper and laptops.

Improving Access to the curriculum

Improvement	Objective	Timescale
Screening for all Y 5 and 7 girls and all new entrants in L6.	To improve identification of girls with specific learning difficulties	From Sept 2016 Actioned Sept 2016
Extension of additional Learning Support sessions in core subjects.	Increased support available to disabled pupils with a broader subject specialist base.	Academic year 2016/17 Actioned (English & Maths) from September 2016; for annual review.
Adequate number of trained staff to provide support to disabled pupils	Training for all staff available as part of INSET	Ongoing Additional INSET for English staff (Mich 2016) in support of above. Actioned June 2017 with external staff INSET on ASD/AD(H)D
Install/upgrade power supplies in exam locations	Facilitate wide scale use of electronic devices in exams	With new developments and in line with forecast demand Actioned Sept 2016 with opening of Sports Centre.
Screening extended to new pupils in Year 6 & 9. Extend the use of SDMT screening.	To improve identification of girls with specific learning difficulties	From Sept 2017 Actioned Sept 2017 with whole school screening
Appoint additional PT member of the Learning Support department.	Specialist teaching available to more disabled pupils.	Sept 2017 Actioned Sept 2017 with appointment of 0.60 LS Teacher
Maintain links with external agencies	Resource available as required	Ongoing Actioned June 2017 with external staff INSET on ASD/AD(H)D
Where feasible, plan timetable to allow easy access to classrooms for wheel chair users	Avoid use of rooms only accessible by stairs	As required Actioned for U6 pupil Sep 2017

Investment in assessment materials/assessor training	To enable in-house identification of broad range of disabilities and thus facilitate staff to tailor support	Ongoing Actioned Trinity 2017 with purchase of Lucid VISS visual stress computerised assessment
Investment in auxiliary aids for disabled pupils (reading pens, speech recognition and reading software)	To provide wider implementation of access arrangements for disabled pupils	Ongoing Actioned Trinity 2017 with improvement to word processing software.
Review SEN academic monitoring processes to incorporate data biannually	Assess effectiveness of interventions and ensure lessons are targeted at those with the greatest need	Lent and Trinity 2018
Introduce 'rainbow forms': structured teacher feedback on SEN students' learning skills	Compare data year on year to assess effectiveness of interventions and ensure lessons are targeted at those with the greatest need.	From Michaelmas 2017
Further investment in auxiliary aids for disabled pupils (reading pens, speech recognition and reading software)	Provide wider implementation of access arrangements for disabled pupils. Potentially enable students with SEN that require readers/scribes to take their exams in the main exam hall.	Ongoing
To survey teacher training needs	Electronic survey to evaluate teachers' skills and confidence in a range of SEN.	Trinity 2018
To deliver teacher training as appropriate	Facilitate teaching and learning of SEN pupils in the classroom	Michaelmas 2018

Improving Access to the Physical Environment

Improvement	Objective	Timescale
Provide visual and audible indication of floor levels in lift cars	To identify level of building for users	With all new builds New Sports Centre actioned Sept 2016
Wheelchair access to all floors of new Sports Centre build.	Improved access to all areas of PE/Sport facilities for wheelchair users.	Sept 2016 Actioned Sept 2016
3 x new disabled parking spaces in new Sports Centre parking.	Improve parking accessibility for wheelchair users	September 2016 Actioned Michaelmas 2016
Provide accessible toilet facilities for staff/visitors	Provide additional facilities in PE/Sport	Sept 2016 Actioned Sept 2016 – 3 new accessible toilets in Sports Centre

Provide accessible toilet facilities for staff/visitors	Provide additional facilities in Estates.	Michaelmas 2016 Actioned October 2016 – 1 new accessible toilet in Estates Building
Wheelchair friendly science benches	Enable participation in practical experiments.	Lent 2018 Completed January 2018
Lower access control keypads for wheelchair users	Wheel chair users able to access the building without assistance	As required (currently not applicable)
Wheelchair Access to Ground Floor of Bursary	Access to Bursary	Sept 2018
Wheelchair access and disabled parking at Church Farm	Access to site, pavilion & toilet	Jan 2019
Dropped kerbs by main gates and in Chapel Car Park.	Further facilitate wheelchair access across the site.	Jan 2019

Improving Access to information

Improvement	Objective	Timescale
Provide visual and audible indication of floor levels in lift cars	To identify level of building for users	With all new builds New Sports Centre actioned Sept 2016
Provide clearer directional signage to buildings	Way finding becomes easier	With Sports Centre build completion – Sept 2016 New Sports Centre actioned Sept 2016
Inform parents that enlarged print copies of policies are available	Access to written policies improved	March 2016 Actioned March 2016
Provide tactile signage at door entrances to school	Disabled persons able to follow instructions for entry	As required (not currently applicable)

Policy last reviewed

Lent 2018

Next review due

Lent 2019

Person responsible for review

Director of Staff