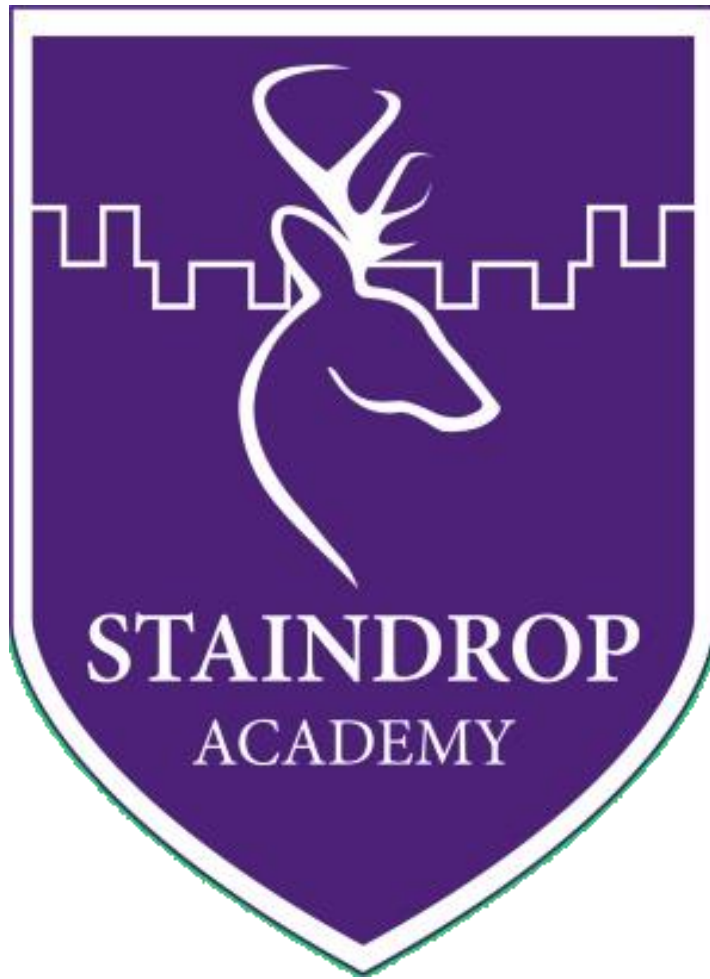


# Staindrop Academy



**Accessibility Plan  
November 2017  
(Review November 2018)**

## **Mission Statement:**

At Staindrop A, 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 Staindrop Academy, we are committed to developing a culture of inclusion, support and awareness within the school.

Staindrop Academy, 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 Staindrop Academy 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, after-school 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 us, at Staindrop Acadmey, 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**

Staindrop Academy comprises of a two storey main building with several access points from outside. The New building is also a two storey building and can be accessed from the main building and from surrounding school grounds. All of the doors leading into the building are secured for safeguarding purposes, with some access points to reception and the new building having ramps. There is also access to a disabled toilet within the new building. All outdoor steps/stairs have yellow painted edges to support visually impaired students. All classroom doors have A4 yellow signs with the room number printed on them in font size 48 to support visually impaired students.

The main school hall is on the ground floor of the school and is accessible to wheelchair users from the fire exit and/or lower entrance in the dining hall. The first storey of both school buildings is inaccessible to wheelchair users.

At Staindrop Academy there is on-site car parking for staff and visitors which includes a dedicated disabled parking bay. Yellow edging is found in the car park area and within the grounds system as an indicator of the end of footpaths and start of stairs. All entrances to the school are either flat or ramped 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.

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

#### 4. 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.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To plan and support transition	Liaise with previous educational establishments (primary or secondary as appropriate) To identify pupils who may need additional to or different from provision	When transition occurs	SENCO Pastoral Lead Head of House	Support plan produced and/or review of EHCP
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Oct 2016	Head of School SENCO	All SEND and accessibility policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure parent and pupil voice is documented in collaboration between school and families.	Ongoing	Head of School SENCO All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel. Sharing information about the child where necessary.	Ongoing	Head of School SENCO All staff Outside agencies	Clear collaborative working approach Detailed support plans/EHCP

	To ensure full access to the curriculum for all children.	<p>Seek advice from specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered if practicable.</li> <li>• A range of support staff including trained learning support</li> <li>• Use of ICT equipment</li> <li>• Access to additional practical aids</li> <li>• Access to alternative assessment arrangements</li> <li>• Access to school counselling if required</li> <li>• Explicit teaching of generalising skills from one context to another</li> </ul>	Ongoing	Teachers SENCO Outside agencies	Lesson observation Learning walks Book scrutiny Review meetings
	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To finely review attainment of all SEN pupils.	<p>Scrutiny of assessment system</p> <p>Regular liaison with parents and pupils</p>	Termly	Class teachers SENCO	<p>Progress made towards targets</p> <p>Learning walks</p> <p>Book scrutiny</p> <p>Review meetings</p> <p>Lesson observation</p>

	To promote the involvement of SEND students in classroom discussions/activities when teaching	Give alternatives to enable SEND pupils to participate successfully in lessons  Creating positive images of disability within the school	Ongoing	Whole school approach	Through pupil parent and staff voice, ensure that the needs of all are represented within school.
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	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To deliver findings to the Governing Body	Present to Governors	As required Termly meeting with SEND governor	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2: To improve the physical environment of the school**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school environment	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.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensuring all with a disability are included	<ul style="list-style-type: none"> <li>• Create access plans for individual pupils as required</li> <li>• Evaluation forms</li> </ul>	With immediate effect to be constantly reviewed	All staff SENCO	Monitor if needs are being met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher  SENCO School Nurse	To ensure that the medical needs of all pupils are met fully within the capability of the school.
	Ensure parents are involved	Provide disabled parking spaces for disabled to drop off & collect children	Established	Whole school approach	Monitor and review



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

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Ensure access to information by parents, staff and visitors	Communicate with parents in a format that is appropriate for them  Regular communication with parents	Support plans in process of review	SENCO SEN Dept. Teachers	Monitor and review if format is appropriate
	To enable improved access to written information for pupils	Providing in class support such as appropriate font size, overlays, IT support etc, including books in the school library  Auditing signage around the school to ensure that is accessible	Ongoing	Teachers SENCO  Site manager	Monitor and review if appropriate
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM</b>	To review children's records ensuring school's awareness of any disabilities	Ensure information is correct and up to date	Support plans in process of review Updates provided when required	Teachers SENCO Outside agencies Support staff	Each teacher/staff member aware of the needs of pupils