



ACCESSIBILITY POLICY



EPT Document Control

This policy applies to all Education Partnership Trust Schools.

Date of last review	April 2016
Date of next review	March 2019
Policy status	Statutory
Owner	Governing Body/ Board of Directors
Lead Contact	Nicola Graves

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

The Heights Free School aims to provide a new route to success for young people through a Vocational Curriculum within a nurturing environment and has the highest ambitions for all pupils with or without additional needs and disability expects them to participate fully in all aspects of school life. We are committed to equal opportunities and engaging young people with exciting and enjoyable ways to learn; providing personalised programmes and support to achieve their highest potential in education and in the future. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life.

1B: Information

- The school has a good reputation for inclusive practice. The range of current SEND issues include: speech and communication, hearing impairment, ADHD, moderate learning difficulties, dyslexia and physical difficulties.
- The school has good physical access and was refurbished to be DDA compliant. We have braille signage on doors, wheelchair access, disabled lifts, toilets and changing facilities and dedicated disabled parking spaces. The corridors and doorways are sufficiently wide and most of the building is carpeted. When planning for building work access for pupils with disabilities is considered. Flooring is chosen to contrast with the walls, corridors are kept free from clutter. Curriculum access is considered at planning stages by teachers.
- Levels of absence among disabled pupils are in line with the rest of the school's population. There have been no exclusions for children with disabilities.
- SEND pupils participate in all aspects of school life. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- The physical features of the school are a strength – all parts of the school are accessible to disabled pupils.
- Access to information is planned: for example, reasonable adjustments are made to enable learning; visual representations, text size and font colour, page layouts, ICT access, etc., are monitored to ensure maximum success. Students will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with staff trained to administer medication and use of defibrillator.
- We have a clear anti-bullying policy, drawn up in consultation with students and staff and an inclusive ethos which fosters good relationships between students.
- Outcomes for SEND students are good. We strive for all our students to make expected or better progress over time.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect SEND students to the curriculum, develop independence and promote social interaction.

- Ensure high quality teaching for all to improve SEND students' access to the curriculum, including using teaching approaches that promote positive pupil interaction.
- Professional development for staff on inclusive classroom practice and on specific disability issues.

2B: Improving the physical environment of the school to increase the extent to which SEND students can take advantage of education and associated services

- Development of a new, library space.
- Development of LSU dedicated to Special needs and a small office for meetings with parents, SENCo and individual work.

2C: Improving the delivery to SEND students of information that is provided in writing for pupils who are not disabled

- Should the need arise, the school will tape information for students with visual impairments or learning difficulties and can provide pictures or symbols for students with communication difficulties.
- Parents and students will be consulted to determine preferences – this may take place at annual reviews, during parent teacher consultations or informal meetings.
- The school will use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.
- The school will continue to phone home regularly as a more efficient and reliable means of communication with parents and improving home/school links.

3: Making it happen

3A: Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feedback consultation results to staff.
- The Accessibility Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who should meet regularly with the SENCO.
- The plan will be evaluated yearly, informed by discussions with SEND pupils, staff and parents and analysis of data on progress and attainment of SEND pupils.
- The Accessibility Plan, although forming part of the School Improvement Plan, is also available as a separate plan.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Health and Safety, race and Human Rights.

- Implementation – see action plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching SEND students, parental satisfaction with arrangements made, outcomes for students, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of SEND students in school life.
- The Governing Body will report to parents on the school's accessibility plan via the school and the school's website. This will be linked in to other reporting requirements on the arrangements for admission of disabled students, the steps taken to prevent disabled students from being treated less favourably than others and the facilities provided to assist access to the school.

3B: Getting hold of the school's plan:

- Copies of the school's accessibility plan are available through the school office
- Through the school website: www.theheightsfreeschool.org

Nicola Graves SENCO

.....Headteacher

.....Governor

Review Date:

Accessibility Plan (April 1st 2016-March 31st 2019).

(Required by the Special Educational Needs and Disability Code of Practice 2015 and with reference to the Equalities Act 2010.)

To be reviewed annually.

	Actions	By whom	Start	Finish	Evidence that it is completed
i. improvements in access to the curriculum	1. Ensure appropriate deployment of support staff.	NG, HM	April 2016	Ongoing	Programmes of support. Staff lists.
	2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access.	GH, NG	On-going		SEND pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.
	3. Staff CPD related to SLCN and Dyslexia strategies.	Inclusion Support Service (NG)	Feb 2016	June 2016 and ongoing	Full staff CPD complete.(Blue Sky) Eiklan Level 3 qualified member of staff (NG)
	4. Identifying reasonable adjustments to offer equality of opportunity.	NG/CS	Ongoing through assessment and access arrangements	Annual cycle	Securing access arrangements and support for external exams.
	5. Improve self-esteem in SEND pupils through school ethos, PHSCE.	RK, AW, NG	April 2016	Ongoing	SEND pupils with full access to the curriculum.
	6. Audit extra-curricular activities to ensure participation of disabled students.	LC			Analysis of clubs

<p>ii. physical improvements to increase access to education and associated services</p>	<p>1. Development of a new library area with better access for disabled pupils.</p> <p>2. Development of LSU and room dedicated to Special needs and a small office for meetings with parents, SENCo and individual work.</p>	<p>NG/SG/GH</p>	<p>Summer 2016</p>	<p>September 2018</p>	<p>New library fully accessible by all pupils.</p> <p>Additional resources used extensively to support small group work. Private space for parents meetings and consultations with outside agencies.</p>
<p>iii. improvements in the provision of information in a range of formats for disabled students</p>	<p>1. Consult with parents when necessary to provide information in the appropriate format (Initial interviews and ongoing).</p> <p>2. Seek advice from outside agencies when necessary in providing, for example, visual timetables for students.</p> <p>3. Investigate and maintain most efficient method of communication with parents. (text alerts, phone calls and email)</p>	<p>NG</p> <p>NG</p> <p>At initial interview maintained by office staff.</p>	<p>April 2016</p> <p>April 2016</p> <p>Summer term</p>	<p>On-going</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parents/carers/ students able to fully access information.</p>