

# School Accessibility Plan

September 2017- 2020

## **Introduction**

Ipsley CofE RSA Academy is committed to Inclusive Education for All and for providing a school environment that enables full curriculum access, that values and includes all students, staff, parents, carers and visitors regardless of their educational, physical, social, spiritual, emotional and cultural needs.

This plan is drawn up in accordance with the Equality Act 2010, which came into force on 1<sup>st</sup> October 2010 and has replaced all existing equality legislation. This Act states that ‘...schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.

In performing their duties, governors and staff will have regard to the Equality Act 2010.

## **Definition of Disability**

Disability is defined by the Equality Act 2010:

‘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’.

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## **Principles**

Compliance with the Equality Act 2010 is consistent with the operation of the school’s SEN policy and SEN Information Report.

The school recognises its duty under the Equality Act 2010 to:

- carry out accessibility planning, removing barriers for disabled pupils to ensure access to a full curriculum.
- increase the extent to which disabled pupils can participate and achieve in the curriculum, including staff development where necessary;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils.

The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to students’ diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

## **ANNEX 1**

### **Activity**

This section outlines the main activities, which the school undertakes, to achieve the key objective.

#### **Accessible Schools – Identifying Barriers to Access**

This checklist is based on the one in the document “Accessible Schools: Planning to increase access to schools for disabled pupils” DfES (2002).

| <b>Target</b>   | <b>Tasks Undertaken</b>   | <b>Responsibility</b>       |
|---|---|-----------------------------|
| All staff have the necessary training to teach and support students with SEND | <ul style="list-style-type: none"> <li>• Annual training takes place on aspects of supporting individuals with Special Educational Needs (SEN).</li> <li>• All able Achievement Assistants have completed and passed EvacChair training.</li> <li>• Achievement Assistants attend personalised support staff Training Days.</li> <li>• All staff are TEEP trained and use this approach to teaching and learning within every lesson.</li> </ul>  | SENCO<br>Whole School Staff |
| Classrooms are optimally organised for pupils with disabilities.              | <ul style="list-style-type: none"> <li>• The school has been adapted, in consultation with specialists, to suit the needs of students with disabilities.</li> <li>• Chadsgrove outreach team provide advice, guidance and adaptable equipment e.g. adjustable tables, mathematical equipment, cooking equipment etc. In order for all students to access mainstream lessons.</li> <li>• All staff organise their teaching rooms appropriately (with guidance from SEN Passports) and provide seating plans for students.</li> </ul>                               | Whole School Staff          |
| Lessons provide opportunities for all pupils to achieve.                      | <ul style="list-style-type: none"> <li>• All staff follow the TEEP cycle in all lessons.</li> <li>• All staff follow strategies for personalised learning, stated in SEN student passports.</li> <li>• All staff differentiate their lessons to meet the needs of all students at all levels of ability.</li> <li>• All staff provide appropriate adaptations to their lessons – to include use of coloured paper/overlays/ enlarged fonts etc. for visual difficulties.</li> <li>• All staff have access to assistive technology to support students.</li> </ul> | Whole School                |

| Target   | Tasks Undertaken   | Responsibility                              |
|--|--|---|
|  | <ul style="list-style-type: none"> <li>Students with recording difficulties are provided with personal word processors for use in lessons.</li> <li>Achievement assistants provide appropriate support for individual and groups of students within mainstream lessons.</li> </ul>   |   |
| Lessons are responsive to pupil diversity.   | <ul style="list-style-type: none"> <li>All staff use the TEEP cycle, which provides diverse and innovative learning tasks with a variety of learning styles.</li> <li>Each lesson has a specified focus of SMSC.</li> <li>All departments e.g. Science, PE, Catering, undertake necessary and relevant risk assessments for appropriate activities suitable for student learning.</li> <li>The school has a qualified Educational Visits Coordinator (EVC) and all staff are Educational Visit Leader (EVL) trained.</li> <li>A rigorous planning and risk assessment process is required for all Educational Visits overseen by the EVC.</li> </ul> | Whole School<br><br>EVC                     |
| Lessons involve opportunities for working in different sized groups and levels of ability.       | <ul style="list-style-type: none"> <li>All teachers have been trained to a minimum of TEEP (Teacher Effectiveness Enhancement Programme) level 1. This framework for teaching and learning encourages a range of strategies through accelerated learning and collaborative learning.</li> <li>Spotlights and learning walks are undertaken by SLT to ensure that all lessons include a variety of learning styles and experiences.</li> </ul>  | Whole School Staff<br>TEEP Coach<br><br>SLT |
| All pupils access a wide curriculum including a variety of arts subjects and physical education. | <ul style="list-style-type: none"> <li>Students at KS2 and KS3 study a variety of subjects through their creative periods which include Music, Drama, Art, Catering/Food technology and PE.</li> <li>Students accessing alternative learning plans are supported in continuing their wider curriculum subjects.</li> <li>Liaison with Chadsgrove Outreach team and Physiotherapy Team supports alternative physical activities for students with disabilities who cannot engage in particular activities.</li> </ul>   | SLT<br><br>SENCO<br><br>SENCO               |

| Target   | Tasks Undertaken   | Responsibility  |
|--|--|---|
| <p>Staff recognise and allow for the mental and physical effort expended by some pupils with disabilities.</p>   | <ul style="list-style-type: none"> <li>Personalised Learning Plans are created for students who have difficulties in completing a full day in mainstream lessons.</li> <li>SEN passports provide staff with individualised strategies in supporting the needs of all pupils on the SEN register.</li> <li>The school has an in-house diagnostic assessor who completes all SATs access arrangements and ensures that these are the 'usual way of working' for individuals in lessons and exams.</li> </ul>   | <p>SENCO</p> <p>SENCO/Whole School Staff</p> <p>SENCO</p>         |
| <p>Staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?</p>   | <ul style="list-style-type: none"> <li>Staff are trained on the requirements of exam access arrangements in all lessons, informal and formal assessments.</li> <li>Achievement Assistants provide additional support where required for external and internal assessments e.g. readers, prompts, extra-time.</li> <li>Students with physical disabilities are assessed and supported by Chadsgrove Outreach team and provided with appropriate equipment, practical assistants, and extra-time where necessary.</li> </ul>   | <p>Whole School Staff</p> <p>SENCO</p>                            |
| <p>Staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?</p> | <ul style="list-style-type: none"> <li>Every effort is made to involve all students in all activities within the school.</li> <li>Personalised Learning Plans are created to enable students to access the full curriculum despite, learning, medical, social and emotional, mental health or behavioural needs.</li> <li>All pupils have the opportunity to enter the KS3 boccia and new age kurling competitions held at Arrow Vale for all schools in Redditch.</li> <li>There are further opportunities for direct entry to School Games competitions in pan disability sports.</li> </ul> | <p>Whole School Staff</p> <p>RSA Trust School Games Organiser</p> |

| Target  | Tasks Undertaken   | Responsibility                         |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>• Pupils are also signposted to external inclusive clubs organised through Redditch Borough Council.</li> <li>• During lessons students have access, as and when required, to specialised and adapted sporting equipment such as sports wheel chairs, modified basketball hoops, shortened rackets and larger shuttles/balls – dependent on the sport.</li> <li>• Lessons are differentiated to suit the learning needs of all students.</li> <li>• Various roles (leader, performer, official, coach) are available for all students to fully participate in lessons ensuring that all lessons are inclusive.</li> <li>• A PE technician is available to support students in all PE lessons</li> </ul> | PE Department                          |
| Arrow Vale provides access to computer technology appropriate for students with disabilities.                         | <ul style="list-style-type: none"> <li>• Students with recording difficulties are provided with personal wordprocessors for use in all lessons.</li> <li>• A school and home license for TextHelp ReadWrite Gold Software is available to all students and staff.</li> <li>• Computer adaptations are made for students with Visual Impairments.</li> </ul>  | IT Team<br>SENCO<br>Whole School Staff |
| School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment. | <ul style="list-style-type: none"> <li>• Ipsley CofE RSA Academy follows guidance from Worcestershire County Council with regard to the accessibility of trips for all: <ul style="list-style-type: none"> <li>○ It is unlawful to treat a disabled person less favourably or fail to take steps to ensure that disabled persons are not placed at a substantial disadvantage <u>without justification</u>.</li> </ul> </li> </ul> <p>We endorse the following principles:</p> <ul style="list-style-type: none"> <li>• A presumption of entitlement to participate</li> <li>• Accessibility through direct or <u>realistic</u> adaption or modification</li> <li>• Integrations through participation with peers</li> </ul>                   | EVC<br>EVL<br>Support Staff            |

| Target   | Tasks Undertaken   | Responsibility            |
|--|--|---------------------------|
|  | <ul style="list-style-type: none"> <li>For all trips permission is sought from the EVC, who ensures equal access occurs and all medical issues identified are addressed.</li> <li>Appropriate risk assessments are carried out.</li> </ul>   |                           |
| There are high expectations for all.   | <ul style="list-style-type: none"> <li>The curriculum strives to provide a diverse range of opportunities for all students regardless of disability.</li> <li>All staff have high expectations of students and differentiate their lessons accordingly to enable success.</li> </ul>   | SLT<br>Whole School Staff |
| Staff seek to remove all barriers to learning and participation.   | <ul style="list-style-type: none"> <li>Ipsley CofE RSA Academy is a fully Inclusive School.</li> <li>All students have access to a full curriculum.</li> <li>Staff are provided with information and strategies to support all students with any difficulties.</li> </ul>  | Whole School Staff        |
| Arrow Vale ensures that information is presented to groups in a user-friendly way for people with disabilities?  | <ul style="list-style-type: none"> <li>The school website, Ipsley News, Twitter, texts, telephone, internet, emails and one to one / group meetings are standard methods used by the school to share information.</li> </ul>   | SLT                       |
| The size and layout of the school - allows for access for all students.  | <ul style="list-style-type: none"> <li>The school has been adapted, in consultation with specialists to suit the needs of students with disabilities.</li> <li>Lifts are available to ensure that the whole school is accessible for all.</li> <li>All able Achievement Assistants are Evac Chair trained.</li> </ul>  | Site Team<br><br>SENCO    |
| Pathways of travel around the school site and parking arrangements are safe, routes are logical and well signed. | <ul style="list-style-type: none"> <li>Regular site inspections to take place by Site Manager to ensure all pathways are clear of any issues, which would make access around the site unsafe and inaccessible.</li> <li>Exit routes signs are clearly labelled and regularly checked to ensure they are current and visible.</li> <li>Disabled parking for only staff and children who have the appropriate authorities to park in disabled spaces.</li> </ul> | Site Team                 |
| Emergency and evacuation procedures are set up to inform ALL students.   | <ul style="list-style-type: none"> <li>Termly fire drills take place to ensure all students are aware of the Emergency procedures. These drills will include the use of EVAC chairs.</li> </ul>  | Site Team                 |

| Target   | Tasks Undertaken   | Responsibility |
|--|--|----------------|
|  | <ul style="list-style-type: none"> <li>Any student who requires the use of an EVAC chair have an additional termly practice to ensure all involved are fully briefed on equipment and exit routes</li> <li>All staff have completed an online course: Principles of Fire Safety, CIEH eLearning Certificate</li> </ul> |                |
| Steps are made to reduce background noise for hearing impaired pupils. | <ul style="list-style-type: none"> <li>Students with Hearing Impairments have an SEN Passport with individualised support strategies.</li> <li>Students with hearing impairments are assessed by the Hearing Impairment Team to provide appropriate access arrangements e.g. carpeted rooms, small rooms.</li> </ul>   | SENCO          |