

TIBSHELF COMMUNITY SCHOOL ACCESSIBILITY PLAN

Ratified: Feb 23
(DCC Policy)



Accessibility Plan

Introduction

Tibshelf Community School is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically, and spiritually.

The Governing Body recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a combined public authority duty was introduced from April 2011 which covers protected characteristics. These include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex and Sexual Orientation

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 as:

“A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities”.

Key Objective

To reduce and eliminate barriers to accessing to the full curriculum and to fully participation in the school community for pupils and perspective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy. The school recognises its duty under the DDA as amended by the SENDA

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the Disability Rights Commissions Code of Practice.

The school recognises and values parents' knowledge of their child's disability and its effect on their 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 adapted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Accessibility Plan Elements

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:
 - Providing for all students a curriculum which is appropriate to their needs.
 - Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:
 - Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
 - Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
3. Improving the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented, and revised as necessary or annually.

Attached is a set of action points showing how the school will address our priorities.

Linked Policies

This plan will contribute to the review and revision of related school policies

School development plan

Staff Training plans

Site Security and Accessibility Improvement Plan

SEND policy

Equal Opportunities policy

Curriculum Planning

Site Security Policy

CHECKLISTS TO SUPPORT NEEDS IDENTIFICATION

Identification of Barriers to Access

Section 1 How does Tibshelf Community School deliver the curriculum?

	yes	no
Do we ensure that teachers and TA have the necessary training to teach and support disabled pupils?	X	
Are our classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs groups and whole class?	X	
Are pupils encouraged to take part in music, drama and physical activities?	X	

Do staff recognise and allow for the mental effort expended by some disabled pupils?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities i.e., forms of exercise in PE?	X	
Do we provide access to computer technology appropriate to needs?	X	
Are school visits including overseas visits made accessible irrespective of attainment or impairment?	X	
Are there high expectations for all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2 Is our school designed to meet the needs of all pupils

Does the size and layout of areas including all academic sporting, play, social facilities, classrooms, hall, library, grounds etc allow access for pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by stairs, doorways toilets etc?	X	
Are pathways of travel around the school site and parking arrangements safe, logical and well?	X	
Are emergency and evacuations systems set up and inform all pupils with sen with visual and auditory components?	X	
Are non-visual guides used to assist people to use building including lifts with tactile buttons?	X	
Are areas for pupil access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

Section 3 How does our school deliver materials in other formats

<p>Do we provide information in simple language symbols large print etc for those who may have difficulties – key SEN students who require additional visual aids have large print available, magnifiers and exam access arrangements in larger print. Visual timetables produced for key students, colour coding of areas of school to support movement around school. Need to flag up parents on progresso who have disability that would impact information access e.g., deaf and blind (currently use text services for deaf parents).</p>	<p>We do some of this, but not all and not all the time, only for key individuals. Progresso is being changed so exploration of Arbor as to whether it can flag up parental disabilities more effectively needs to be done.</p>	<p>X</p>
<p>Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities i.e. reading out loud, overhead projectors etc</p>	<p>X</p>	
<p>Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities</p>	<p>X</p>	

**Improving Access to the Curriculum of the school
Dates 2018-19**

Targets	Actions	Staff	Time	Impact
Ensure that students have access to an appropriate curriculum and intervention that support and improve their life chances.	<p>Link with alternative provision placements to provide appropriate curriculum for students (do we still want this in Louise?)</p> <p>Reduce, and where possible, remove barriers to learning or accessing teaching through appropriate support or timely interventions.</p>			Students have access to a diverse and broad curriculum and provide additional curriculum for key students.
To provide regular staff training on how to improve access the curriculum through key strategies and use of alternative resources.	<p>Student profiles sent out with key strategies</p> <p>Appropriate funding to provide equipment and resources for students with SEND.</p>	<p>Training given from key SEND staffing and providing appropriate out of school CPD to key professionals.</p>	ongoing	Yearly, funding to be available and allocated to appropriate resources to improve access to the curriculum.
To ensure that school seeks appropriate advice from multi-agency professionals to ensure the curriculum is accessible to all	<p>Ensure advise (spelling should be advice) is sought from multi-agency professionals in complex cases to provide appropriate access</p> <p>Ensure access/flexibility is given to allow collaborative working with students and teams of external support e.g., Occupational Therapists, SALT.</p>	<p>SEND/pastoral and SLT staff.</p>		Most complex cases have high levels of professional support to ensure best practice and inclusion can happen.

**Improving Access to the Physical Environment of the school
Dates 2018-19**

Targets	Actions	Staff	Time	Impact
All areas of school site (internal and external) to ensure that it is accessible and compliant with DDA.	Visual inspections	Site Staff	Ongoing	Clear access to ensure compliance with DDA. School access for disabled access maintained. H&S needs are reviewed and meet the needs of all users. Lifts are working at all times.
	To ensure that the reception is fit for purpose and ensures that our pupils and staff are safeguarded from external visitors by exploring additional funding to make changes to the reception area	BW	Ongoing	Improving the internal fabric of the site. Improving our visitor experience. Improving the level of security that we provide to our staff and students

Improving Access to written information to disabled pupils
Dates 2018-19

Targets	Actions	Staff	Time	Impact
Ensure all policies are reviewed annually and kept up to date	Update and review	SLT	Ongoing	Improved awareness by governors, staff and students of school requirements.
Review all forms of communication with parents and carers ensuring that their needs in accessing information about their children and that the school ensures the methods used are fit for purpose	Review current written format of communication to parents/carers	SLT	Ongoing	Improvement in communication with all stakeholders
	To flag parents/carers/students (on Progresso) who receive information from us with their needs-e.g., illiterate, hearing impaired which may impact on how they receive information from us.	SENCO	Ongoing	