

Valley Gardens Middle School



Accessibility Plan 2016-2019

Purpose

This plan has been written to meet the requirements of the school to carry out accessibility planning for disabled pupils and visitors as stated in the Equality Act 2010 and the SEND Code of Practice 2014.

Valley Gardens Middle School recognises its duty to:

- Not discriminate against disabled pupils in terms of exclusions and provision of education and associated service.
- Not to treat disabled pupils less favourably.
- Treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.
- To publish an accessibility plan.

Valley Gardens Middle School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.
- Sustain and improve access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Promote positive attitudes to disabled people in the school.
- Sustain and improve the availability of accessible information to disabled pupils and their families.
- Work closely with disabled pupils, their families and any relevant outside agencies to remove or minimise any potential barriers to learning.

Legal background

The Equality Act 2010 introduced a single Public Sector Equality Duty that applies to public bodies, including maintained schools and academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty came in effect in April 2011.

Valley Gardens Middle School's commitment to equal opportunities is driven by a desire to be totally inclusive and raise standards for all students.

The school:

- Sets suitable learning challenges for all pupils.
- Responds to pupils' diverse needs.
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Details:

The policy supports the production of an accessibility plan. This plan will consider:

- Increased access to the curriculum for disabled pupils.
- Improvements to the physical environment.
- Improvements in the provision of information.

Targets	Strategies	Outcomes	Timeframe	Achieved
Equality and Inclusion				
To ensure that the accessibility plan is a 3 yearly item at the relevant governing body meeting.	School to have on policy list in school.	Adherence to legislation.	3 yearly	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for school community as appropriate.	Whole school community aware of issues.	Ongoing	
Provision of information for those who find standard forms of printing a barrier.	Facilities in place to produce alternative forms.	Appropriate differentiation.	Ongoing	
Make staff familiar with technology and practices developed to assist pupils with disabilities.	Inset for staff to include SOW, lesson plans and SEN support plans and use of teacher guides.	Appropriate differentiation.	Ongoing	
Improvements in the provision of information to students and parents.	Increased variety of methods for information to be sent (Twitter, text, letter, phone calls). Braille/enlarged text to be used when contacting parents with visual impairment. SIMs to communicate information to staff about specific methods of communication for staff.	All parents able to be contacted and able to understand information being sent to them.	Ongoing	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	
Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. SENCO to review the needs of the pupils and provide training for staff as needed. Inset and induction.	Staff are able to enable all pupils to access the curriculum.	Ongoing	
Create effective learning environments for all utilising feedback from pupil groups.	Reinforce responsibilities for all teachers as outlined in the National Curriculum Inclusion Statement. Ensure all classrooms and resources are organised in accordance with pupil need. Seek issues and feedback through pupil voice-School Council. Opportunities for all.	An appropriate and accessible curriculum for all pupils where engagement and success are seen through both results academically but also the positive feedback from pupils.	Ongoing	?
Increase participation in school	Monitor participation in extra	All pupils able to	Ongoing	

activities.	curricular activities and identify any barriers. Ensure school activities are accessible to all pupils.	partake in all areas of the curriculum, including wider curriculum outside of normal school hours.		
Lessons responsive to pupils adversity.	Inset for staff and support/advice in SEN handbook.	Appropriate differentiation	Ongoing	
Staff recognise and allow for the mental effort expended by some disabled pupils.	Include in SEN Support Plans Inset for staff. Included in lesson planning.	Appropriate differentiation	Ongoing	
Staff recognise and allow for the additional time required to use equipment in practical work.	Include in SEN Support Plans. Included in lesson planning.	Appropriate differentiation	Ongoing	
Access to appropriate ICT	Allocation of ICT through learning support. Department where appropriate.	Appropriate differentiation	Ongoing	
All out of school visits are accessible.	Risk assessment completed. Additional staffing where necessary.	No pupils are prevented from attending visits on the grounds of disability.	Ongoing	
Reduce background noise.	Advice on effect in SEN handbook and from learning support staff.	Background noise not affecting learning.	Ongoing	
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	
Evacuation system to inform all pupils.	Signs at the right height and in appropriate formats. Visual alarm installed. Staff trained to deploy evac chairs.	Safe evacuation of all pupils.	Ongoing	
All areas well lit.	Ensure lighting in car parks.	Areas well lit.	Ongoing	
Appropriate furniture and equipment.	Adjustable height desk available.	No barrier to learning	Ongoing	

Approved by Strategy Committee	September 2017
Date of next review:	September 2019