

ACCESSIBILITY PLAN



Definition of Disability as defined by the Equality Act 2010

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

Introduction

At Heanor Gate Science College we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty. (Dec. 2006). This is achieved by:

- not treating disabled students less favourably for a reason related to their disability;
- making reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- planning to increase access to education for disabled students.

The Leadership Team will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

The Accessibility Plan sets out the school’s proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, to develop a culture of awareness, tolerance and inclusion. The Accessibility Plan contains relevant actions to increase access to education for students, staff and visitors in the three areas required by:

- increasing the extent to which disabled students can participate in the school curriculum / after- school clubs / leisure and cultural activities / school visits.
- improving access to the physical environment of the school and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of written information that is provided in writing for students who are not disabled.

Compliance with this legislation and guidance complements the ethos of the school in its aim to reduce barriers and to increase access to the curriculum / school activities for both current and prospective students, and it serves to enhance both the Equal Opportunities and SEN Policies.

Statement of Intent

In its aims “to develop effective and independent learners who achieve their full potential” and “to develop a positive learning environment for all” the school will:

- involve staff, students and parents in the development of the plan to help create a sense of ownership of the plan;
- support and provide training for Governors and staff to enable them to perform their duties as required, so that they understand and implement the requirements of the legislation and guidance;
- resource, implement, monitor / review and revise the Accessibility Plan as required, so as to address the increasing and changing needs of current and prospective disabled students;
- publish information about the Accessibility Plan in the Governors’ annual report to parents.
- ensure all staff have access to the plan on the School Staff Portal, and website, with hard copies made available as required;
- recognise and value parents’ knowledge of their child’s disability and the effect it has on his/her ability to carry out every day activities;
- respect parents’ and the student’s right to confidentiality; REF: 10 12: REVIEWED 08.15 develop action plans on the key aspects of accessibility and ensure that these are reviewed annually, during the summer term, by school staff and Governors and that new plans will be drawn up every 3 years.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be monitored by OFSTED as part of their inspection process.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Health and Safety
- Special Needs
- Behaviour
- School Improvement Plan
- School Brochure
- Teaching and Learning
- Examinations Disability Policy

Key Area : Accessibility Plan - Curriculum

Team:

Goal : To ensure access to the whole curriculum for all students

Target 1		To establish a dedicated quiet working area for students who are unable to cope in lessons			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
1. Provision of dedicated space/room for students who are unable to cope in lessons	<ul style="list-style-type: none"> • Space provided in new build. • System in place for students to continue the work from the lesson they are missing. • White Room <ul style="list-style-type: none"> - Specifically designed for students with ASD (low stimulus) - Staff if poss. • Monitoring of Red Card usage. <ul style="list-style-type: none"> - KS3 AC - KS4 AC - White Room 	<p>JLS/SC/DM</p> <p>YG/AB</p> <p>DM/SC</p>	<p>On going</p> <p>On going</p> <p>On going</p>	<p>New build</p> <p>TA Supervision</p> <p>Book to monitor</p>	<p>Done Sept '14</p> <p>Done Sept '14</p>

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Target 2		To develop learning pathways to meet the needs of all students			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
<p>1. Provide a greater variety of L1 courses.</p> <p>Support for College LI courses and interviews. -statemented</p>	<ul style="list-style-type: none"> Students engaged on courses that suit their interest and ability. Students gain recognised accreditation. Development of monitor and tracking system. Aim Awards <ul style="list-style-type: none"> - Used in KS4 AC - For Option group 	<p>DHB/MAW</p> <p>MAW</p>	On-going	Pupil premium. Ever 6 money.	
<p>2. To use PP data to identify students who may benefit from a greater intervention to support them in the curriculum</p> <p>HLTAs focus on PP students – Maths/Eng.</p>	<p>As above</p> <ul style="list-style-type: none"> The gap between ever 6 students and their peers closes. Whole school approach <ul style="list-style-type: none"> - Mark sheets - SIMs 	<p>SLT/PT</p> <p>DHB</p>	Sept '13		Completed 2013
<p>3. To develop an effective Pupil Premium strategy to ensure that these pupils access the curriculum and benefit from active support and interventions</p>	<ul style="list-style-type: none"> Develop an effective student level tracker to support measurement of impact. Respond to underachievement following intervention. HLTAs in subject areas. ACEM - priority. Assertive Mentoring. 	<p>DHB</p> <p>DHB & SLT</p>	<p>Dec '13</p> <p>Dec '13</p>		<ul style="list-style-type: none"> Identified in SISRA + SIMs. Teacher mark sheets. Intervention on SIMs. Defined group for monitoring.

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Area:

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Target 3		To establish provision in order to help the inclusion of EAL students			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
1. To establish a role to encompass support and access EAL students across the school to enable a coherent approach. (Academic/Pastoral/School admin)	Nominated member of staff to whom others could refer/take concerns to and advice from. -Policy developed	DCM JS/DCM	On going June '12	Training✓	- Training provided. - On website
2. To raise awareness of issues faced by students who are EAL.	Curriculum teams to nominate a member of staff to liaise with key EAL staff member and disseminate ideas/strategies. -workshop – INSET. -advice by email.	DCM DCM	Sept '12 On going		- Not done. - Completed Sept 2012.
3. Key words provided in advance in all curriculum areas.	<ul style="list-style-type: none"> Keywords identified in advance for each topic. Students given the words in advance to prepare for the new topic. This to be written into new schemes of work. 	CTL and subject staff. CTL and subject staff. CTL and subject staff.	On going		To do.
4. EAL students placed in groups according to their ability	Support provided to enable students to work at their level. HLTAs differentiate to support this.	KSALs/DCM	On going		

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Area:

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Target 4		To develop PE inclusion and SEN participation			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
1. TA specialise in PE provision and inclusion	<ul style="list-style-type: none"> Acquisition of SEN equipment and training. Development of SEN sports leaders Classroom/space timetabled to do specific SEN PE with small group (on timetable) KS3 & KS4 All weather pitch. Boccia Club Monday 3-5 (1hr SEN/1hr all school). Attendance at Amber Valley Disability Sports meetings. Students participate in various events/competitions. Alternative sports day. New TA to be appointed with PE responsibility. 	<p>EJP/AM</p> <p>OZ/EJP</p> <p>EJP</p> <p>EJP</p> <p>EJP</p> <p>EJP/AM</p> <p>AM/JP</p> <p>M + C Suitable candidate appointed.</p>	<p></p> <p></p> <p></p> <p>Sept '14</p> <p>Sept '13</p> <p>Sept '13</p> <p>Sept '13 and on going HT, JLS</p>	<p>SEN PE courses</p> <p>Time to organise and plan</p> <p>Timetabled space – 1 lesson per fortnight.</p> <p>Use of hall and equipment.</p> <p>Time</p> <p>Transport – mini-bus.</p> <p>Use of hall & equipment prizes.</p> <p>Time.</p>	<p>Sports leaders help with SEN sport.</p> <p>September 2013</p> <p>Very successful. Students from other schools participate.</p> <p>School fully involved in events.</p>

Reviewed June '15	<ul style="list-style-type: none">• Downstairs ICT suite. H & S issue/safeguarding• Relax all T block door returns.	TM	Sept '15 Sept '15		
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Key Area : Accessibility Plan – School Environment

Team: Student Support Team

Goal : To ensure improvements to the site to enable safe access for all students

Target 2 | Fire Evacuation

ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
Physically impaired student movement	<ul style="list-style-type: none"> Personal Emergency Egress plans created for certain students. Keyworkers to take students through the fire routes and fire reporting points. TAs made aware of the routes. Tutors to be aware of their tutees that will not report on the courts (Red Book) <u>and</u> know to report them absent so they can be checked for at other meeting points. Fire Evac discussed at Curriculum meetings. 	<p>HA/AD</p> <p>Keyworkers</p> <p>HA/AD</p> <p>CTL's</p>	<p>Every Sept.</p> <p>Every Sept</p> <p>Every Sept</p> <p>Every Sept</p> <p>Every Sept</p>	<p>Meeting time</p>	

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Target 3		Lighting and Sound			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
1. Continue to repaint corridors in light colours	Ensure this is on the maintenance schedule.	TM	On going		
2. Improve lighting	At the bottom of landings of D/E block – replace with LED lights.	TM	On going		
3. Sound in hall	<ul style="list-style-type: none"> All contributors in a meeting/assembly need to be miked up. HI students/staff need to sit near the speaker. 	Staff	On going On going		Advised by keyworkers
4. Public areas	<ul style="list-style-type: none"> Hearing Loop Hall/Reception/ Student Reception 	TM	Sept '15	TM to get costing for Sept '15. AD to enquire from HI Service recommended firm.	

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Target 4		General Maintenance Cycle			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
Established maintenance cycle continue to be adhered to.	<p>Staff continue to email site with maintenance jobs.</p> <ul style="list-style-type: none"> • T block steps – re-paint edges. • New gym steps repaint & maintain handrails. • Cleaning lights or replacing with LED. E1/E2/E3 • Lighting on drive. • Grip strip on N block ramps to be checked. 	<p>Staff</p> <p>TM</p> <p>TM</p> <p>TM</p> <p>TM</p> <p>TM</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>		Done June '15

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Target 5		Transport and Parking			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
Provision for taxi drop off/collection	A covered area with seating at the top of the drive J/K block area.				N/A at the moment (Jan '15)

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Target 6		To promote improved PE inclusion			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
Develop additional PE facilities	<ul style="list-style-type: none"> • A storage area for SEN PE equipment near to PE area. 	SBM/DH	Sept '13		Under new gym – door needs to be lifted off to access kit – TM asked if he can change this.
	<ul style="list-style-type: none"> • A PE changing area for SEN students close to the PE area. • An all-weather pitch. • Bike suitable for use by physically impaired student. 	SLT FT	Feb '15		T block/welfare suite Matter brought to the attention of AV, by FGT who loans the bikes to schools.
<p>Regular Student Voice meetings inform the development of this plan.</p> <p>Review meetings:- Ha, AD, TM</p> <p>December '14 ✓ June '15 ✓</p> <p>Next meeting October '15</p>					

Key Area : Accessibility Plan – Delivery of written information

Team: Student Support Team

Goal : To ensure access of students, parents and stakeholders to written information

Target 1		To develop mechanisms to improve the accessibility of written information.			
ACTION STEPS	MONITORING AND SUCCESS CRITERIA	STAFF	TIME	RESOURCES (INCLUDING COSTS)	REVIEW
<ul style="list-style-type: none"> Set text on all external information suggesting availability of help to complete forms/read letters etc. 	<ul style="list-style-type: none"> Statement as a footer on all official school documents. 	HA/Lesley Rose SLT	May '15		
<ul style="list-style-type: none"> Admission form review 	<ul style="list-style-type: none"> Update this to include a space for additional help required with written communication when accessing the school site. 	HA/Leslie Rose SLT	May '15		
<ul style="list-style-type: none"> Students with EAL identified on transition into Y7 or school entry 	<ul style="list-style-type: none"> Students identified student Staff notified via SIMS Red Book 	KP/SS L Rose/G Carlin SS (DCM)			
<ul style="list-style-type: none"> Standard school letters to parents to be available in Polish, or other languages as requested. 	Bank of letters created i.e. <ul style="list-style-type: none"> Parent consultations Detention KS achievement letters Trip letters depending on the students 	DCM/Gill Carlin Lesley Rose	Jan '14		Reviewed letters that we already have – out of date or not specific enough. Review this and produce letters when there is need (Jan'14)
<ul style="list-style-type: none"> To investigate possibility of using a translator 	<ul style="list-style-type: none"> To research and appoint a preferred translator who could be used as and when necessary. 	Lesley Rose	May '15	Finance.	