

## Marden High School



## Accessibility Plan 2016 -2019

All members of our community are given equal opportunities in line with the Single Equality Duty.

To be reviewed : October 2018

Approved by Board of Governors : October 2017

## **Accessibility Plan**

### **Introduction**

Marden High School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students.

The Accessibility Plan addresses and recognises the requirements of the Equality Act 2010 and The SEND Code of Practice 2014.

### **Key Objectives**

- Increase access for disabled pupils to the school curriculum, ensuring barriers are removed to enable access to teaching and learning and the wider curriculum
- Manage and sustain the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services
- Improve the availability of accessible information to students, staff, parents and carers and visitors with disabilities

There is an overlap with the school's Accessibility plan and Special Educational Needs policy. Special educational provision is something additional to or otherwise different from regular provision. The Accessibility Plan goes beyond SEN. The plan's purpose is to increase Inclusion of students in school life. The plan requires schools to take reasonable steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken; the nature of reasonable adjustments is likely to be found in good practice. The plan also requires the school to analyse its provision and state how it can improve access over time.

### **DEFINITIONS OF DISABILITY**

The Equality Act 2010 states a disability is:

“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”.

THE SEND Code of Practice ( 2014) states that a child has a Special Educational Need as well as a Disability if the child “has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

Many children and young people who have special educational needs may have a disability under the Equality Act 2010 – that is

“a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The aims of the Equality Act and the SEND Code of Practice 2014 are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

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

- Behaviour Management Policy
- Health & Safety Policy
- SEND Policy
- Equality and Diversity Policy

## **Context**

Marden High School is a new build opened in September 2016. All of the spaces within school are accessible, having wide doors and level access. There is a lift serving all floors. Each specialist teaching space will be fitted with a height adjustable workstation, and accessible WCs are available on all floors. Stairwells are fitted with two way call points for emergency purposes.

<b>Marden High School 2016-2019</b>					
<b>Increasing Access for disabled students to the school curriculum</b>					
<b>Short Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	To raise staff awareness of the New Code of Practice and possible barriers to learning	SEND training for staff, SSAs and wider school team.	Staff to be aware of the new Code of Practice and their responsibilities. Staff to consider disability/inclusion issues in planning and delivering the curriculum.	September 2016 onwards	Staff to be aware of changes and responsibilities that need to be implemented as a result of the Code of Practice 2014 .
	Ensure ICT is appropriate and benefits the learning for students with disabilities	Review accessibility of ICT ( including iPads, laptops and whiteboards using specialist expertise.Training from outside agencies- eg VI team. Quality assurance of usage via student voice Purchase of new equipment such as upto date Chrome Books and Exam E-reader software	Staff aware of the wealth of ICT provision available to students and consider appropriateness when planning lessons	Ongoing	All students can engage and can use with greater effect Progress data to positively reflect the impact of technology
	To ensure that written resources are accessible for students with VI	Purchase of Duxbury Software to transfer written texts into Braille. SSAs to be trained in	Staff are prepared to transfer all written resources into Braille.	September 2017 onwards	All students can engage Increased participation to positively reflect the impact of software

		Braille			
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	To screen all Years 7 reading ability to inform identification and support strategies including assessment for exam access arrangements.	Literacy tests. Literacy programmes. Assessments for exam Access Arrangements.	Literacy tests used with Years 7 . Literacy support identified. Individual assessments for identified Year 9/10 students for Exam Access Arrangements.	On going	Students requiring additional support are identified and supported. Exam Access Arrangements are put in place to support students with SEND.
	To screen students in Year 10 to ensure that relevant students are assessed for exam access arrangements	Literacy tests Handwriting tests Analysis of progress data	Students identified for exam arrangements	On going	Exam Access Arrangements are put in place to support students with SEND
	Information regarding students with SEND to be made available to all staff on Educator Cloud.	Training for SSAs. SEND information input to Educator Cloud. Review information including targets, student and parental voice. Provision Maps.	SEND information available for staff to access in a secure area on the network and to use it when planning and delivering lessons and activities.	September 2016 and on going. Information updated and added to as necessary	Staff are able to access and use strategies to support student achievement and inclusion. Lessons are planned effectively enabling access to the curriculum for all.
	Review of Differentiation across subject	Quality assurance through book looks, lesson observations, parental and student voice	Learning is personalised within the classroom	On going	Lessons are planned effectively enabling access to the curriculum for all.
	For the mental effort expended by some disabled students to be	Staff training	Learning is personalised within the classroom	On going	Lessons are planned effectively enabling access to the

	recognised				curriculum for all.
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	Create effective learning environments for all using feedback from student groups	Greater use of student voice interviews. Student surveys.	Student views inform planning and review. Any concerns arising from discussions and surveys to be addressed.	On going	Student voice is included in monitoring and forward planning.
	Liaise with specialist agencies to ensure that strategies are used to support students with VI and that teaching and learning strategies are appropriate and updated as required	SEN review meetings. Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Transition information disseminated to staff.	Identified students are supported using personalised strategies and able to access relevant resources as required. All students are included whether within an educational setting or in an alternative setting, with advice.	2017 onwards	Appropriate support strategies are identified and implemented. There will be increased opportunities for students to be included in learning activities. Relevant monitoring will take place and adjustments made as appropriate.
	Liaise with specialist agencies to ensure that strategies are used to support emotional wellbeing and teaching and learning are appropriate and updated as required	Pastoral meetings. SEN review meetings. Agency assessment and liaison as appropriate. Strategies given by specialists and implemented by staff. Transition information disseminated to staff.	Identified students are supported using personalised strategies and able to access relevant resources as required. All students are included whether within an educational setting or in an alternative setting, with advice.	2014-2015 Then on going	Appropriate support strategies are identified and implemented. There will be increased opportunities for students to be included in learning activities. Relevant monitoring will take place and adjustments made as appropriate.
<b>Medium Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>

	Specialist training for SEND staff on up-to-date strategies to be used relating to SMEH (Social, Mental and Emotional Health ) to promote NT Children and Young People's Mental Health and Emotional Wellbeing Strategy.	To access LA courses and to identify any other training relevant to SEN staff. Link with pastoral staff and work together to share good practice. For staff to disseminate good practice to current staff and all new staff joining the school. Advice and training from specialist outside agencies.	An increased awareness of CPD opportunities. An increased awareness of strategies available to staff. Pastoral input used much more to support CPD, including whole school training.	2017 Then on going	Effective strategies will be put in place to support students with SEMH.
	Increase participation in school activities.	Ensure school activities are accessible to all students. Forward planning to include accurate SEND and medical information including use of interpreters, adult support, mobility issues when using/hiring buses, toileting facilities etc.	Risk assessments undertaken and practical arrangements made where possible to enable safe participation in events.	On going	Students and adults are able to access events safely. A range of opportunities will be developed through positive planning and risk assessments.
<b>Long Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	Learners responsive to positive attitudes towards SEND through developing inclusion in activities- positive visual images and	Visual displays for diversity including student achievement. Planning for participation in activities with regards to inclusion	Accessibility to be taken into account when planning activities. Enhanced opportunities for students. Achievements celebrated.	2017 on going	Positive attitudes promoted.

	visible role models.	and health and safety. Eg Work experience, college visits, LA events.			
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<b>Marden High School 2016 -2019</b>					
<b>Manage and sustain the physical environment of the school environment to enable disabled students to take better advantage of education, benefits, facilities and services</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
<b>Short Term</b>	Classroom arranged optimally for disabled students	Access into each room from main door to sitting area without obstacles	Disabled students can gain access to all rooms	On going	Increased participation
	For all students to be evacuated from the building safety	Visual and audible alarms installed	Safe evacuation of all students	On going	All students safe within school
	Clear signage of parking and safe routes	Disabled parking areas enforced	Disabled parking spaces respected by all	On going	Full accessibility to school building
	All areas well lit	Ensure lighting in corridors and car park	Areas well lit	On going	All students gain safe entry into and within building
	Provide appropriate furniture and equipment	Provision of adjustable height seats based on needs of particular students	No barrier to learning	Not currently needed	Barriers to learning removed
<b>Medium Term</b>	To enhance the provision of specialist equipment. Eg computers, keyboards, laptops, tablets, voice recorders, spell checkers etc. Adjustable height chairs and specialist equipment will be available for students with	Inclusion department to update stock. Departments to be encouraged to purchase appropriate resources and look to increase IT opportunities within subjects for students requiring scribes and readers for exams.	A higher number of students will be able to access equipment that is available in school or able to be accessed through specialist support teams.	On going	Specialist equipment will be on site to use as and when needed. There will be enhanced access to the curriculum and increased opportunities to present alternative ways of recording work.



	disabilities.	Relevant catalogues made available to subject departments.			Exam Access Arrangements will be put in place and put into practice.
<b>Marden High School 2016 -2019</b>					
<b>Long Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	To maintain visual differentiation in areas of risk	Hazards marked. Staff to risk assess lessons and learning environments.	For an assessment to be carried out annually and for maintenance work to be completed as identified.	2016 onwards	Safety adjustments in place enabling safe access and mobility.
	To maintain physical access in and around the building	To maintain the disabled parking spaces and ramp access points within school. For handrails to be on stairs as advised.	All access points to be maintained and used to enhance physical access to the building.	2016 onwards	Safer mobility around the school site and within classrooms.

<b>Marden High School 2016 -2019</b>					
<b>Improve the availability of accessible information to students, staff, parents and carers and visitors with disabilities</b>					
<b>Short Term</b>	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time frame</b>	<b>Impact</b>
	Improvements in the provision of information to students and parents	information made available to parents/carers and students using Marden website in addition to written form.	Adults and students are able to access information. Students are able to access coursework, homework and resources at home. Staff are able to post	2014 – 2015 Then ongoing and updated as necessary.	Adults and students can access relevant information online and at home using IT accessibility as required.

		<p>The development of parent/carer and student information including coursework, homework, resources.</p> <p>Relevant communications posted by curriculum staff.</p> <p>Braille /enlarged text to be used when contacting parents with visual impairment</p> <p>Interpreters used to contact parents with hearing impairment</p> <p>Increased variety of methods of information to be sent (Facebook, Twitter, texts, letters, phone calls)</p>	<p>information and resources for students and/or parents/carers.</p>		
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