

Duke's Secondary School



Accessibility Plan

Policy Preface

NCEA Duke's Secondary School is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our academy life.

As a part of a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliations, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within NCEA Duke's Secondary School and the NCEA Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

Lead Person	Duke's SENDCO
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Approved by	CEO
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Linked to	<ul style="list-style-type: none">• Behaviour Management Policy• Curriculum Policies• Emergency Plan• Health & Safety Policy• Improvement Plan• Special Educational Needs Policy• Teaching and Learning Policy

1. Introduction

The School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School.

Duke's Secondary School recognises and values parents and carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the campus within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Three Year Plan Covering 2018-21

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils, or pupils with additional needs less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils and pupils with additional needs, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils and pupils with additional needs.

This plan sets out the policy of the school in relation to access to education for disabled pupils in the three areas required by the planning duties as outlined above:

- 1) Curriculum: increasing the extent to which disabled pupils/pupils with additional needs can participate in the school curriculum and that all pupils have the opportunity to learn about and see modelled, the principles of inclusion.
- 2) Physical environment and access arrangements: improving the physical environment of the school to increase the extent to which disabled pupils and pupils with additional needs can take advantage of education and associated services.
- 3) Delivery of information: improving the delivery of information which is provided in writing to disabled pupils, pupils with additional needs and adults within the community.

Duke's Secondary School Context

Duke's Secondary School is a mainstream comprehensive school with approx 1,000 pupils on roll. It is the vision of the school to ensure that a culture and ethos of: "Regardless of the ability and needs of the members of the school community, everyone is equally valued and treated with respect".

Pupils and staff should be provided with the opportunity to experience, understand and value diversity. They should develop values which prepare them for and help them to develop an appreciation of life in modern Britain. The school aims to reduce and remove barriers to learning in every area of school life and is committed to delivering equal opportunities, and best provision for all pupils and community members.

(See Equalities Policy, SEND Policy)

Definition of Disability: "A person suffers 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." Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties.

1. Curriculum

The reasonable adjustments needed for each pupil are assessed at transition, on admission and through data analysis, Annual Reviews of pupils with additional needs, pupils with high needs who have an educational health care plan and via an Individual Risk Assessment Plan as necessary in line with guidance from the SEND code of practice 2014.

Duke's Secondary School recognises that the key elements in a successfully planned and accessible approach are likely to be:

- A focus on medium-term planning at the level of schemes of work.
- High quality and appropriate teaching and learning in line with the DNA policy (differentiated new and accessible)
- A focus on differentiation and accessibility of lessons.
- A clear assessment of the current National Curriculum levels of the full range of pupils, particularly in relation to literacy levels.
- High expectations for all.
- Appropriate deployment of learning support; appropriate pupil grouping and use of peer support and wellbeing techniques.

Duke's Secondary School reviews the following on a regular basis.

- Deployment of SENDCo time.
- Learning Support resources including deployment of learning support assistants
- The training and developmental needs of faculties and staff on an individual basis.
- Development and deployment of learning support assistants.
- The development and impact of schemes of work including how they support and develop awareness of disability through the curriculum.
- Access to specialist support.

Disabled pupils need access to both the 'formal' 'taught' curriculum and also to extra curricular activities of the school day and beyond for example:

- Recreation activities.
- Movement around the school.
- Special events: sports days, visits by speakers etc.
- Extra-curricular activities such as : breakfast clubs, lunch clubs, enrichment clubs, after-school clubs including homework club
- School trips which may require an assessment of pupil needs and accessible transport

Duke's Secondary School is committed to ensuring that this takes place and reviews outcomes for disabled pupils, including:

- A detailed analysis of outcome data: year group progress checks, attributes for learning and end of Key Stage outcomes.
- Achievements in extra-curricular activities e.g. support for access to school show rehearsals, sports activities and all school additional events.

2. Physical Environment

The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to the different groups and bespoke needs of individual pupils.

The SENDCo undertakes an assessment of accessibility needs based on Year 6 transition information prior to a pupil joining the school.

Duke's Secondary School complies with DDA access requirements e.g.

- All levels of the school are accessible by lift.
- Disabled toilets are provided on all levels and a fully equipped changing and toilet facility enables personal care for wheelchair users if appropriate.
- Extra-curricular provisions are accessible to all pupils.

All site accessibility will be assessed annually on the basis of need of intake and progression by pupils through the school. The SENDCo will arrange a meeting with the relevant external support e.g. visual impairment team and walk the site. Any additional needs or reasonable adjustments to be made e.g. braille signage will be directed to the facilities manager.

Aspects of the school environment will be considered against accessibility criteria if renovation / improvement work is undertaken, to include:

- Improvements to lighting, signage, colour contrast, additional handrails, the acoustic environment, floor coverings.
- Improvements to the dining area, washing and changing facilities; changes to the layout of the outdoor and other common areas.
- The provision of ramps and lifts and improvements to doorways.
- The provision of particular furniture and equipment to improve access.

3. Delivery of Information

Information for disabled pupils provided in writing for pupils/pupils and parents who are not disabled might include: handouts, timetables which can be given in a variety of forms e.g. visual , worksheets, class charts notifications, text messages, notices, information about school events, letters home.

Improving the delivery of information might include making information available: in Braille, in large print, in simplified language, on audio-tape, on video-tape, through sign language, using a symbol system or pictorial system on different coloured paper.

Identifying the appropriate format must take account of:

- Pupils' individual needs: access to information may be improved for particular groups of pupils by particular approaches, for example: pupils with learning difficulties may be able to access information more easily where it is provided in simplified language.
- Pupils with language and communication difficulties may be able to access information more easily where it is provided in picture/symbol systems.
- Preferences expressed by pupils or their parents.

Accessibility Plan 2019-2023– appendix Action Plan

Ongoing training of LSAs and teaching staff to prepare for transfer of the diverse range of needs of pupils will be anticipated each spring, as soon as intake information is available. Prior to this, representatives of the Learning Support Team as well as the Transition lead liaise with feeder schools so that some initial information can be obtained.

Accessibility themes such as disfigurement, prejudice related bullying are included in the PSHE curriculum and are themes in the tutorial programme.

Key action points

- To continue to review the accessibility of the school site for all pupils.
- Review the whole school door signage to ensure consistency and appropriate size, colour and accessibility for all pupils.
- Continue to develop training for Learning Support Assistants and teachers in specific learning difficulties in line with the needs of the cohort.
- Continue to adapt the curriculum to enhance the inclusive ethos.
- Development and implementation of the DR GOPTA model of differentiation.
- Continue to further develop whole school literacy initiatives
- A coherent Fire Plan is reviewed each November and as appropriate for mid-year transfers.
- There are ongoing work regarding the impact of the fire alarm sounding on pupils who have ASC/D (Autistic Spectrum Condition / Disorder). Including a structured preparation of pupils with ASC/D (what the alarm sounds like, why it has to be sounded, what you have to do).

An updated progress report can be made available to governors annually after termly discussions with the Link governor.