



# SETTLEBECK SCHOOL ACADEMY TRUST

## ACCESSIBILITY POLICY

### INTRODUCTION

Settlebeck School is committed to providing an environment that values and includes all students, staff, parents and visitors and that enables full curriculum access for all our students. Central to this is a commitment to constantly take positive action to develop a culture of inclusive support and awareness within our School.

### OBJECTIVE

The aim of this policy is to set out how Settlebeck School is committed to providing a rich and inclusive environment to enable all students to participate fully in the school community by identifying and eliminating barriers that could prevent this.

### KEY RESPONSIBILITIES

The school recognises that the following are key responsibilities underpinning the planning duty.

- ✦ To treat all students equally.
- ✦ Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services.
- ✦ To take reasonable steps to avoid putting disabled students at any form of disadvantage.
- ✦ To publish an Accessibility Plan based on a self-audit and review the Disability Action Plan on a regular basis.
- ✦ Promote positive attitudes and pro-actively support equality of opportunity towards people with disabilities.
- ✦ Encourage participation.
- ✦ Consider positive discrimination to take account of disabled people's disabilities

### SCHOOL PRINCIPLES

- When performing their duties all staff and governors will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).
- Compliance with the requirements of the Equality Act (2010) and the Disability Discrimination Regulations (2005) is fundamental to all school policies.
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have.
- Access to Education means making a full school life accessible to the disabled student,

including extracurricular activities and events.

- The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality.

## **ACTIVITIES**

The school will undertake to meet its key objective by developing three key areas:

### **1 Access to the Curriculum**

- The school undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.
- Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed.
- Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems.
- To seek and follow the advice of services such as other schools, the LA, the Government, and appropriate health professional from the local NHS Trust to achieve best practice.

### **2 Access to the Physical Environment**

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.
- Within the context of our school buildings, which contains many steps and levels, with narrow staircases and corridors, all refurbishment and new buildings will be undertaken with the intention of improving access for disabled students, staff and visitors.
- Consider how different impairments have specific requirements and can be best catered for within the school environment.
- Consider ways of providing the most suitable aids and resources, outside of the child's SEN, or health, provision.
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice.

### **3 Access to Information**

- Audit existing methods of providing information and media utilised, develop these to improve accessibility.
- Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the Special Needs Department, who will become responsible for distribution to the school staff. All relevant information will be collated in the school database of student needs

and kept available for staff. Each student portfolio will be reviewed by the Special Needs Department, who will ensure the student can comment on how their needs are being met.

- The Special Needs Department will communicate individual requirements for enhanced scripts with the reprographics team to enable them to produce material for a specific student without having to refer back to the requesting member of staff. Teaching staff will take work to reprographics specifying which student requires the work, and for when.
- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate.
- The use of OHPs, projectors, TVs and other IT equipment must be considered in the context of student's disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.
- Work with Local Schools, LA and local support services to source best materials at an appropriate cost.
- Include parents and students in the choice of the most suitable media for the disabled child

## **LINKED DOCUMENTS**

School Development Plan  
Staff Development Plan  
Building and site development plan

## **PUBLICISING THE PLAN**

Copies of this plan will be promoted and made available to existing or prospective parents using the following means:

- School Website
- Application to the school
- School Prospectus
- Annual Governors' Report

## **RELATED POLICIES**

Curriculum Policies  
Equal Opportunities Policy  
Health & Safety Policy  
Inclusion Policy  
Lettings Policy

Pay & Conditions of Service Policy  
Special Educational Needs (SEN) Policy

**Date established by governing body: May 2014**

**Date for full implementation: With immediate effect**

**Date reviewed May 2015**

**Date for Review May 2018 (3 years)**

**THIS DOCUMENT IS AVAILABLE IN THE FOLLOWING FORMATS: PAPER/ENLARGED PRINT/EMAIL/WEBSITE**

## SELF-AUDIT – ACCESSIBILITY

Date: April 2015

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	✓		
Are your classrooms optimally organised for disabled students?		✓	
Do lessons provide opportunities for all students to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?	✓		
Are all students encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓		
Are there high expectations of all students?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?		✓	
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			✓
Are areas to which students should have access well lit?	✓		
Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?	✓		
Is furniture and equipment selected, adjusted and located appropriately?	✓		
Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

The audit identified that there are difficulties to be addressed for the site, which may be addressed over the coming years, funds being available.

ACCESSIBILITY ACTION PLAN

TARGETS	STRATEGIES	HOW	WHEN	GOALS ACHIEVED
Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan	Staff Meeting Guidance Notes Governors Meeting	Ongoing	School complies with DDA and COP Requirements
Increased involvement of parents of disabled children in decision making	Encourage parents to become governors Parent drop in sessions	Parent evenings Literature Promotion Governors Meeting	Ongoing	Parents of disabled children feel able to express their views
Improved awareness of prospective and existing student disabilities	Include as part of the application process Hold disabled access sessions Training	Application process Open Days Staff Meetings	Ongoing	School able to best target / plan resources
Improve staff understanding and skills for dealing with disabled students	Training sessions in awareness and different disabilities Open discussion	Staff Meetings Training Reviews Governors Meeting Specific training courses (SEN)	Ongoing	A wide skill base is available
Staff Advisors set up for key Disabilities	Sign language training Deaf awareness training Epilepsy training Autism training	Internal courses External courses	Ongoing	Chosen staff member is confident in giving advice to others in their key disability
Share Best Practice	Set up or join a local school cluster group Assign member of staff to research ideas and schemes on the web	Cluster group Staff Meetings Governors Meeting SLF – annual training	Ongoing	Partnerships are formed with other local schools and ideas disseminated
Improve range and availability of resources	Partner with other schools to share cost of purchasing Find out about full range of services available from LEA	Staff meetings Governors Meetings Purchasing decisions	Ongoing	A wider range of resources are available to school
Increase awareness and involvement of children in disability issues	Set up mentoring or buddy schemes Elect a student as equality officer	Student council Staff meetings Governors Meetings	Ongoing	Disabled children feel more secure within their peer group.
Improve visual co-ordination of school	Colour co-ordinate resources, areas, signage, timetables, etc. to match National curriculum resources for subjects.	Purchasing decisions Staff meetings Literature Promotion	Ongoing	Navigation around school and resources is improved.
Improve access to all ground floor teaching areas	Improve ramped access Improve signage around school Purchase adaptable and portable furniture	Purchasing decisions. Future build and refurbishment	Ongoing	All ground floor teaching area is easily accessible.
Improve Environment for Visually Impaired Students	Use of tactile strips and paving around school and grounds to highlight staircases, crossing points, etc. Tactile plan/diagram of building in reception. Braille, audio and large print information about building in reception.	Purchasing decisions. Future build and refurbishment	Ongoing	Improved Environment for Visually Impaired Students
Improve Environment for Auditory Impaired Students	To ascertain the cost of fitting induction loops in a range of classrooms and the hall. Improve acoustics around school	Purchasing decisions. Future build and refurbishment	Ongoing	Improved Environment for Auditory Impaired Students
Trips	Review accessibility for identified students on trips	SEN department to identify students.	Ongoing	Procedures reviewed for planning trips to ensure accessibility issues are considered
Fire alarm: visual and auditory warnings.	Review present position and identify cost.	Consultation with Fire officer and electrical engineers Obtain prices.	Ongoing	Alarm system suitable for all students.
Improve steps and access ramps around school	Identify areas which need improving	Tactile strips to top of staircases. Improved handrails.	Ongoing	Improved steps and access ramps around school
Painting / decoration	Where undertaken consideration to be given to sight impaired students, staff and visitors.	In accordance with repair programme	Ongoing	Improved environment around school for sight impaired students, staff and visitors.
Improve Environment for wheelchair users around school.	Improved visibility panels in doors. Improved handrails on access ramps. Improved door furniture Improve floor surfaces,	Purchasing decisions. Future build and refurbishment	Ongoing	Improved Environment for wheelchair users around school.

	especially in doorways, on ramps and at turning points. Signage placed at reduced eye level			
Evacuation procedures	Review of procedures.	Review of needs of students, staff and visitors and what to do during an emergency.	Ongoing	Evacuation procedures exhaustive and effective.