

Accessibility Plan

October 2020 to October 2023

Shaftesbury School ACCESSIBILITY PLAN - October 2020 to October 2023

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Shaftesbury School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

3. Our vision and aims

Shaftesbury School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Shaftesbury School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum

Shaftesbury School has improved access to the curriculum for disabled pupils through the following means:

- visual timetables in classrooms where it is appropriate to do so;
- staff are using ICT to support learning and pupils have access to technology where appropriate;
- regular CPD for staff so they know how to meet the needs of pupils with specific learning needs;
- out of school activities are all accessible to all pupils

Physical Environment

Shaftesbury School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing an accessible toilet with a hoist and changing facilities;
- providing an accessible toilet for adult use
- classroom furniture layouts have been adapted to increase access;
- trip hazards have been removed
- WCs and fire exit routes are all free from obstacles and inappropriate storage;
- there is good lighting throughout the school;
- acoustic panels have been installed in some classrooms

Information

Shaftesbury School already makes written information more accessible to disabled pupils through:

- being able to provide written information in different formats when required;
- adhering to guidelines from specialists (e.g. Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Shaftesbury School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school and the Diocese. It will advise other school planning documents.

Shaftesbury School will work in partnership with the Local Authority and Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Shaftesbury's Accessibility Plan will be implemented by the Headteacher. Sufficient resources will be allocated by Shaftesbury School to implement this Accessibility Plan.

6. Monitoring

The Shaftesbury School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governing Body.

The governing body will monitor Shaftesbury School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Shaftesbury School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Shaftesbury School complaints procedure covers the Accessibility Plan.

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Approved _____

DATE _____

Review date _____

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Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>Our CPD programme needs to be continually updated to ensure staff feel confident that they have the skills and knowledge to support children with disabilities.</p>	<ol style="list-style-type: none"> Whole school staff (including support staff) awareness training provided by school nurse and physiotherapists where needed. Needs determined by student body. Bespoke training needs to be provided for 1:1 LSMs to accommodate the changing needs of disabled pupils, including the ability to attend out-of-school clubs and residential visits 	<p>Assistant Headteacher responsible for CPD</p> <p>SENDCo</p>	<p>By the middle of September every year.</p> <p>As necessary</p> <p>As necessary</p>	<ul style="list-style-type: none"> Pupils and their families feel supported and their needs understood. They feel confident enough to embark on residential visits away from home, supervised entirely by school staff. Disabled pupils have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs; Pupils continue to achieve in line with their ability; Teachers and support staff are confident in meeting the medical needs of pupils and know how to support them, including in an emergency.
<p>We need to ensure our curriculum is appropriately differentiated and supports those with specific medical, behavioural and or learning needs to access the curriculum fully: eg ASD, ADHD, wheelchair users etc</p>	<ol style="list-style-type: none"> Ensure staff receive training to enable them to meet the needs of children in their class. This could be through differentiation or strategies to engage and motivate those who have physical or emotional barriers to learning. SENDCo to produce a 'Pupil Passport' for each student at SEN Support or EHCP level, describing the special curriculum provision that needs to be in place - made available to all staff, including supply teachers. 	<p>Headteacher and SENDCo</p> <p>SENDCo</p>	<p>By July 2021</p> <p>As necessary</p>	<ul style="list-style-type: none"> All children feel proud of their achievements at school. They are aware of their individual limits and are prepared to do what they can to the best of their ability Children enjoy school and their learning.

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What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
We need to make sure that our classrooms are carefully organised to promote the participation and independence of all pupils	1. The needs of children with physical disabilities need to be prioritised in deciding teaching rooms every academic year.	Assistant Headteacher responsible for timetabling and SENDCo	Every Summer term when classrooms are allocated July 2021	<ul style="list-style-type: none"> • Children with physical disabilities are able to access all parts of the school. • Children who can be extremely anxious have access to resources to enable them to regulate emotions.
We need to be continually aware of the needs of all our pupils when planning extra-curricular activities and to ensure everyone is able to take part	<ol style="list-style-type: none"> 1. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access or to reduce anxiety through sensory resources or the use of visual prompts. 2. Consider any reasonable adjustments required to enable pupils with a disability to take part in out of school activities, including travel requirements. 3. Ensure there is 1:1 provision available out of school hours if required or deemed necessary. 	Assistant Headteacher responsible for risk assessment of external provision. Class teacher SENDCo	<p align="center">Ongoing</p> <p align="center">Ongoing</p> <p align="center">As necessary</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.
Developing students' involvement	1. Review current involvement and develop a program to address any need.	Headteacher	By September 2021	<ul style="list-style-type: none"> • Students and whole school benefit from increased awareness of and participation in improving whole school disability equality.

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What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Involving Parent/carers	2. Set ways in which parents and carers can be involved through annual reviews and meetings.	Headteacher	By September 2021	<ul style="list-style-type: none">• Increased parental/carer involvement. Parents feel included in the process of provision for disabled students.

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Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?		When will this be done?	Cost (est.) £	How can we tell if this is successful?
The vast majority of the school is accessible to all pupils except for the rooms on the second floor B block.	It is not financially viable to install a stair lift to enable access to the upstairs teaching room. Currently classes are roomed elsewhere if issues arise with accessibility.	Assistant Headteacher SENDCo	<i>Ongoing</i>	To be determined.	<ul style="list-style-type: none"> • Successful rooming of appropriate classrooms. Students able to access all lessons across the full curriculum.
Annual review of current provision.	Response to information from feeder primary schools. Termly site inspections.	Headteacher SENDCo Site Manager	<i>Ongoing</i>	To be determined.	<ul style="list-style-type: none"> • Students able to access all lessons across the full curriculum.
Reduction of reverberation levels (hearing)	Number of rooms with acoustic boards to increase across the school. A replacement programme of work undertaken to upgrade current E-Block rooms with acoustic treatment.	Headteacher SENDCo Site Manager	<i>Academic year 2021-2022</i>	To be determined.	<ul style="list-style-type: none"> • Students able to access all lessons across the full curriculum. • Hearing Impairment Service approval. • Ready for incoming students for the academic year 2022-2023.
Upgrade of current intimate care and accessible toilet in B-Block.	A new hoist installed to replace out-of-date equipment. Shower serviced or replaced. Upgrade paintwork and flooring where needed.	Headteacher SENDCo Site Manager	<i>Academic year 2021-2022</i>	To be determined.	<ul style="list-style-type: none"> • Students able to access all lessons across the full curriculum.

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What needs to be done?	How will this be achieved?		When will this be done?	Cost (est.) £	How can we tell if this is successful?
					<ul style="list-style-type: none"> • Ready for incoming students for the academic year 2022-2023.

Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
We need to be aware of the strategies available to support the school in producing information in a format which is accessible to all.	<ol style="list-style-type: none"> 1. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 2. Visual timetables and visual aids will be used to clarify expectations of work and provide support for the children e.g.: visual timetable to show the timeline of Collective Worship 	<p><i>Headteacher , SENDCo, parents, pupils and other staff where appropriate</i></p> <p><i>Headteacher and SENDCO, classteacher</i></p>	<p><i>By September 2021</i></p> <p><i>By September 2021</i></p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements. • The other children have greater success with their learning as well, as the strategies in place favour visual learners and the younger children in our school.
We are aware that some families struggle to access online forms and information.	<p>We will make ourselves available to help any parent who is struggling in this way by supporting them to communicate on-line.</p> <p>This should start at the first point of communication with the school, as it is a service we can offer to those parents who</p>	<p>Headteacher SENDCo</p> <p>Class teacher</p>	Ongoing	<ul style="list-style-type: none"> • Parents feel happy to come into school and ask for support when filling in important paperwork.

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What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	would like to apply for a school place on-line.			