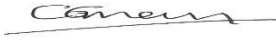




## Accessibility Plan

<b>Date approved</b>	July 2023	<b>Approved by</b>	Resources Committee
<b>Review cycle</b>	1 year	<b>Signature</b>	
<b>Date for review</b>	July 2024	<b>Author</b>	Executive Director

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all types of discrimination that are unlawful. It is unlawful for a school or other education provider to treat a disabled student unfavourably.

The Disability Discrimination Act (DDA) requires all schools, over time, to increase access to schools for disabled students. There are three main duties:

- Not to treat disabled students less favourably.
- To make reasonable adjustments to avoid putting disabled students at a substantial disadvantage.
- For schools to have access plans for increasing, over time, the accessibility of schools for disabled students.

### 1. Principles

Respect Collaboration of Schools (The School) values the dignity of every individual member of staff and will apply this policy fairly and consistently in line with its core values of RESPECT. We will explore reasonable adjustments in applying this procedure to employees with a disability.

### 2. Purpose

This policy is designed to consider the needs of all pupils, current and future. The duty not to discriminate covers all aspects of school life including extra-curricular activities, trips and visits.

Students who are defined as disabled will have a wide range of needs and requirements.

The accessibility plan and accessibility audit for The School is split into three sections:

- Physical access
- Curriculum access
- Access to information

This Accessibility Plan and audit shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

### **3. Physical Access**

This aspect focuses on access to the physical environment of the school and physical aids to access education. The physical environment includes things like steps, curbs, ramps, exterior surfaces, parking areas, entrances and exits, means of escape, toilets, fixtures and fittings, corridors. Reception etc. Aids to physical access include handrails, lifts, induction loops etc.

Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

#### **Review of current access:**

The School has a number of sites across the city; the majority of our sites have access for wheelchair users. On the remaining sites there is wheelchair access for visitors and disabled parents and other visitors needs can be met by careful room scheduling. All sites have ramps or level access and disabled toilet facilities. We have identified disabled car- parking spaces at the Bridge Street and Newton's Walk site and parking at other sites is available. If a student is referred to us with specific disabilities their programme will be planned to ensure that they have full access and receive the same provision as all other students.

As some of our sites are corporate buildings it is not directly under our management and we will continue to liaise with the local authority to resolve any issues.

### **4. Curriculum Access**

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff and timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in leisure and cultural activities or school visits staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.

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

#### **4.1 Review of current access:**

All pupils who are admitted to the school have been excluded from their mainstream settings or have been identified as having social, emotional or mental health needs or have been referred following difficulties experiences in another setting, these pupils may or may not have an EHCP to recognise their needs. All our pupils have special educational needs, and some may have disabilities.

Trying to provide improved provision for and engagement in extracurricular opportunities is a development area. Links to other Special Schools in the city may provide an opportunity for team games. If the LA/SEMH plans come to fruition an additional MUGA is planned at the Special School.

Positive attitudes are developed through the strong relationships between staff and pupils and enhanced by the use of a well applied behaviour policy, anti-bullying policies, restorative practices, and through our PSHE and Personal Development curriculum.

All pupils have an individual timetable designed to meet their specific needs which is regularly reviewed. Support is identified as appropriate to ensure pupils interact with learning and this is regularly reviewed through the classroom meetings and SEN reviews. This might provide support in areas such as cognition and learning, communication and interaction, emotional behavioural and social, sensory or physical.

Improving the environment for pupils with sound sensitivity is a development area especially at the Special School

Class teachers, provision coordinators and the SENDCO have a responsibility for provision mapping for all pupils on an Educational, Health and Care Plan.

## **5. Access to Information**

This places a duty on the school to improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. All information should be made available in various preferred formats within a reasonable timeframe.

### **5.1 Review of current access:**

Parent contact is made in several ways, through letters and newsletters home, informal meetings, phone call, formal parent reviews, and celebration events and through our school website.

Every attempt is made to use simple language and documents are checked by the Senior Leaders. The school responds positively to requests for adaption to text size, and where possible needs of parents are recorded on our management information system to ensure that the information they requires is always provided in the most appropriate format. Some staff have knowledge of technology to assist people with disabilities.

Development areas: Gender neutral signage, translation facility on the website, improved signage for EAL pupils and visitors to the site

## 6. Implementation and Monitoring

This Accessibility Plan has been developed using information supplied by the Local Authority, the findings of the Annual Accessibility Audit in conjunction with the school's key stakeholders and will inform other school planning documents.

The Accessibility Plan is structured to complement and support the school's Equalities Policy and Accessibility Audit and will be published on the school website.

The Accessibility Plan and audit will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date. This review will take place each spring term through the Governors Resources and Standards meeting.

We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

<b>Accessibility Action Plan September 2019 – September 2023</b>		
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
<b>Physical Access</b>		
To annually inspect all buildings areas of the site and to ensure that there are no physical barriers to access.	To rectify any problems identified by the annual inspection and to report annually to governors and to the LA.	Full physical access to all school facilities.
To review and improve wheelchair access where possible	Assess the accessibility (ingress and egress) issues surrounding the move of	Safe access and egress in emergency situations

<p>To increase accessibility for students with autism.</p> <p>Improve sound sensitivity issues especially at the Special School Site</p> <p>Reduce number of pupils using taxi transport to school – limit to those where EHCP requirement</p>	<p>Newton’s walk to the upper floor of Bridge Street site Plans include: pupils, staff or visitors with mobility issues to use a lift / elevator to access &amp; egress this area. Must have an Evac chair and several volunteers to assist anyone with mobility issues down the external spiral staircase fire exit. Without the Evac chair volunteers anyone with mobility issues or unable to comfortably access the first floor via the stairs, must remain on the ground floor to comply with fire safety regulations (the lift cannot be used during an evacuation).</p> <p>Continue to work closely with STePS and develop strategies that are in line with new developments.</p> <p>Determine critical areas for improvement related to sound sensitivity and action plan for the medium terms</p> <p>Further develop Independent Travel training across the school</p>	<p>More children with ASD diagnoses will show progress.</p> <p>Pupils feel comfortable in their learning environment</p> <p>Where appropriate students can travel to and from school independently on public transport, on foot or cycle.</p>
--	---	---

**Physical Access. Progress towards Outcome Review - 2022**

No issues have been identified regarding the physical access of the building however a number of issues have been raised regarding the sensory impact of our Special School site, which we are working with the LA to resolve.

- Independent travel training is a particular success at the Secondary PRU, however our Primary PRU the use of taxis is essential because of locality. The use of taxi’s has increased at our Special School based on pupil requirements and number of pupils

Training has been provided for specific cohorts of staff which is defining us as the

experts in the city working with SEMH young people.

**Physical Access. Progress towards Outcome Review – 2023**

In addition to the site accessibility monitoring a SEND audit of the Special School site has been carried out by the SENDCO and SEND governor. This has generated an action plan to improve site related issues especially around sensory needs and to support the needs of pupils with autism.

The meeting with Special School pupils and governors also highlighted site based issues, greatly aligned to those identified by adults- sound sensitivity is a real issue for them and does they feel impact on their learning.

The long term site for the special school is still being debated with the LA.

Wheel chair access remains an issue at the Wisgreaves site (narrow corridors) and we are battling re the maintenance and insurance of the lift at BST.

Independent travel is facilitated where appropriate. The LAs proposed withdrawal of taxis may precipitate changes here, but not advantageous ones.

<b>Curriculum Access</b>		
<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
To continue to remind all staff of DDA and its implications.	Include review as part of School Improvement Plan. Publication of Access Plan.	Increases staff awareness
To continue to focus on differentiated teaching.	Via School Improvement Plan.	Individual needs appropriately met and pupils make good or better progress.
To continue to focus on teaching and learning.	Via School Improvement Plan.	Individual needs appropriately met and pupils make good or better progress.
Needs of individuals tracked and mapped to ensure specific needs are met appropriately.	AH, SENCO and class teachers, through provision mapping.	Individual needs appropriately met and pupils make good or better progress.

**Curriculum Access. Progress towards Outcome Review 2022**

- The Special School recently had a Section 8 inspection which praised the school for the delivery model. It is expected that other schools will have the same success.

- As a result of the inspection the school launched four TLR 3 posts. These have impacted positively on the quality of teaching and learning and also tracking and delivery of interventions for pupils on EHCP

### **Curriculum Access Progress towards Outcome Review 2023**

Castle School has had a recent inspection which praised the quality of the curriculum and teaching to meet an increasing range of needs.

Addressing these needs and supporting staff to teach our pupils and ensure progression remains and SIP and PM focus.

Pupil questionnaire and governor conversations with pupils evidences the degree to which pupils feel their needs are being met and the confidence their education gives them to make a worthwhile contribution moving forward.

SIMS facilitates tracking of progress and the generations of data.

### **Communication Access**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>
Continue to improve the appearance and text accessibility of main publications	Check key publications and review formats/wording.	Improved communications to all parents
To audit current needs of students and expected needs through liaison with primary and secondary partners	Transition procedures include information about information access	School Management system contains information on access needs of pupils and families Information available for students and families in a variety of formats
To annually review information systems to ensure access for all (inc Website / EAL access )	Revision of formats as appropriate  Research and cost options. Build into budget	Ask LA EAL dept. to assess improvements
Look toward gender neutral signage	Determine signage needed at each site. If cost is an issue prioritise sites which would most benefit student/staff	Gender neutral stakeholders feel signage is appropriate

### **Communication. Progress towards Outcome Review 2022**

- Throughout the last year we have focussed on our formal and informal communication; our recent parent questionnaires suggest this is strong. Particularly this year we have focussed on the website and Facebook

- Transition between NW and KM is strong and continues to develop, we also meet regularly with the LA both from a SEND and exclusion risk point of view, and we have had no failed placements this year.
- We have implemented a parent text service which although developing is being successful.

### **Communication. Progress towards Outcome Review 2023**

Communication with stakeholders remains a focus for governors and staff and is minuted via Standards and FGB.

100% of complaints were responded to in 24 hours

Parental questionnaire indicates that parents have a positive view of the schools, with over 87% of parents across all three school indicating they would recommend us and 87% of parents saying when they raise concerns they are dealt with.

The change of DfE numbers/ names etc has and will necessitate development of websites and signage. Stakeholders have been consulted and made valuable contributions around all of these changes .Pupils are currently playing their part in designing logos.

Currently one site requires gender neutral signage this has been fitted. This will be kept under review.

### **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

United Nations Convention on the Rights of the Child

United Nations Convention on the Rights of Persons with Disabilities

Human Rights Act 1998

The Special Educational Needs and Disability Regulations 2014

Education and Inspections Act 2006

- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equalities Policy
- Admissions Policy
- Behavioural Policy



- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Data Protection Policy
- Accessibility Audit