

TAPTON SCHOOL ACCESSIBILITY POLICY AND PLAN

SEPTEMBER 15

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COMMITTEE: Learning and Inclusion

LAST REVIEW/UPDATE: September 2015

LEVEL OF CHANGE: Minor

NEXT REVIEW: January 2018

Accessibility Policy and Action Plans Introduction

This policy and plan outlines the proposals of the Governing Body of Tapton School to increase access to education for pupils with disabilities in the three areas required by the duties in the Equality Act 2010. They are:-

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improving access to the physical environment of the school and consideration of whether to provide auxiliary aids/services (as a reasonable adjustment) for disabled children
- Improving information delivery to pupils with disabilities

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their duties effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Key Objectives of the Accessibility Policy

The key objective of this policy is to reduce barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far is reasonable practical.

Principles

Tapton School recognises its duty to;

- Ensure that compliance with the Equality Act 2010 is consistent with the school's Equality Statement and Objectives, the AEN policy, The Selection and Recruitment policy and any other policy that has a focus and impact on disabled students, staff and parents/carers
- Not to discriminate against disabled students, staff, parents/carers in admissions, exclusions or in the provision of education and associated services
- Not to treat disabled students, staff, parents and carers less favourably
- Take reasonable steps to avoid putting disabled students, staff, parents and carers at a substantial disadvantage
- Publish an Accessibility Plan
- Publish triennial reports on the progress of the Accessibility Plan

The Accessibility Plan

The plan is detailed below

1. In performing their duties, the Governing Body of Tapton School and staff will have regard to the Technical Guidance for Schools in England issued by the Equality and Human Rights Commission (updated in July 2014).
2. The School recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
3. All students are provided with a broad, balanced curriculum which is differentiated and adjusted to meet the needs of individual students and their preferred learning styles
4. The School sets suitable learning challenges
5. The School aims to overcome potential barriers to learning and assessment for individuals and groups of students
6. The needs of disabled staff and parents/carers are accommodated as far as is reasonable and practical
7. Attached to this policy are three Action Plans which relate to the three key aspects of accessibility. These plans span a period of 3 years 2015-2018 and will be reviewed annually. New plans will be drawn up at the end of the current 3 year period.
8. The school acknowledges the need for ongoing awareness raising and training for staff and students in the matter of disability discrimination
9. The Accessibility Plan should be read in conjunction with the following policies, principles and documents:
 - The Equality Statement and Objectives
 - The AEN Policy
 - The Health and Safety Policy
 - Recruitment and Selection Policy
 - Safeguarding Policy

Activity Key duty 1 (education and related activities)

Tapton School offers a broad and balanced curriculum with a diverse range of additional opportunities/extracurricular activities. Tapton School in its planning and delivery of the curriculum and additional opportunities ensures access is open to all and wider participation is actively encouraged.

Located at the school is the LA Vision Support Department. The team consists of teaching and support staff, and is managed by the Head of Vision Support Service for children and young people in Sheffield with a vision impairment.

Specialist staff provide in class support and deliver targeted interventions for students with a vision impairment. In class support is targeted to students where additional support is needed for them to access the curriculum, and interventions are based on individual needs, assessed by both Vision Support staff and by teachers or parents raising concerns. Specialist interventions cover a variety of needs, including mobility and independence skills, acquiring braille literacy, use of assistive technology, reinforcement for maths and science, alternative curriculum provision such as PSD and unit award scheme, social skills sessions and paired reading.

Provided in addition to the curriculum are a number of lunch time clubs such as specialist sport activities, art and music; homework clubs; as well as facilitating participation in after school clubs.

Tapton School will continually review its provision to ensure for appropriate differentiation for all its pupils and will take into account the views of students, staff, parents and carers and when necessary will seek input/advice from specialist and appropriate health professionals. The Vision Support team likewise will continually review its provision to ensure it meets the needs of its students with a visual impairment. (See Appendix A for the Key Duty 1 Action Plan).

Key duty 2 (physical environment)

Tapton School was built as part of a Private Finance Initiative. The school building and grounds are the responsibility of a third party (until 2025 when this will transfer to the Governing Body). The building and grounds are managed by a private company on behalf of the owners and as such they are responsible for ensuring the building/grounds is compliant with the provisions of the Equality Act. As such there is a disabled washroom, ramp to the dining room, lift, disabled parking and braille room signage. Located at the school is the LA Vision Support Department. The school is due to increase its intake in year 7 and is having an extension built to provide for additional classrooms/offices/multi use gym. The 2 storey extension will provide for disabled students/visitors in the provision of a lift and disabled washroom facility. Braille signage will also be incorporated.

The school along with the PFI owner will continue to take into account the needs of its students, staff and visitors with physical difficulties and other impairments when planning future improvements and refurbishments to the site such as access, colour schemes and lighting. (See Appendix B for the Key Duty 2 Action Plan).

Key duty 3 (provision of information)

The school currently has a learning platform which is accessible by its students and parents/carers along with a website which is accessible by the wider community. Statutory information is accessible on the website but can also be provided in hardcopy on request. (See Appendix C for the Key Duty 3 Action Plan).

Policy Review

This policy has been adopted by the local Governing Body on 23rd November 2015. Attached are 3 action plans, one relating to each key duty and covering the period 2015-2018. These plans will be reviewed and adjusted annually. The policy will be reviewed at the end of the current three-year period and new plans will be drawn up for the following three-year period.

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David Dennis Co-Headteacher

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Claire Tasker Co-Headteacher



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Caroline Bagley, Chair of Governors

Appendix A

(School should undertake an audit of the extent in which pupils with disabilities can access the

	Issue	What	Who	When	Outcome	Review
Short term	Is the curriculum an outstanding experience for all students?	Further develop the QA process to deepen review of accessibility (beyond progress of VS and SEN students)	Co-Heads, Subject leaders, VS, SENCo	Term 1 2015	Any accessibility gaps are identified, key action points are written into QA action plans	July 2016
Medium	Is the curriculum an outstanding experience for all students?	Further develop staff skills to support students with SEN and VS to ensure outstanding provision for all (CPD, TLCs, T&L coach, Department meetings)	Co-Heads, Subject Leaders, VS, SENCo	2015-18	Student outcomes for students with SEN/VS are strong – they make at least good progress	On going
Long term	Is the curriculum an outstanding experience for all students?	All areas of the school have undergone new QA and accessibility gaps are identified and collated	Co-Heads, Subject Leaders, VS, SENCo	End 2018	The curriculum (including extra curricular offer) is accessible for all	July 2018

curriculum on an equal basis with their peers. Short, medium and long term actions are identified) below to address specific gaps and improve access)

Appendix B

(School should undertake an audit of the extent in which pupils with disabilities can access the **physical environment** on an equal basis with their peers. Short, medium and long term actions are identified below to address specific gaps and improve access)

	Issue	What	Who	When	Outcome	Review
Short term	Is the physical environment as accessible as possible for VS and SEN students with disabilities (and staff and parents)?	Review procedures that ensure colleagues from the VS and SEN team are able to raise concerns about access (VS/SEN reps at TLCs, VS Lead at Extended SLT, good liaison between SLT and VS lead/SENco)	Co-Heads, Subject leaders, VS, SENCo	2015 - 16	Concerns are raised and addressed as soon as possible (<i>within the constraints of the PFI arrangements</i>)	July 2016
Medium term	Is the physical environment as accessible as possible for VS and SEN students with disabilities (and staff and parents)?	Review the accessibility of the new building	Co-Heads, Subject Leaders, VS, SENCo	2015-18	Concerns are raised and addressed as soon as possible (<i>within the constraints of the PFI arrangements</i>)	July 2017
Long term	Is the physical environment as accessible as possible for VS and SEN students with disabilities (and staff and parents)?	Continue to review the accessibility of the school site	Co-Heads, Subject Leaders, VS, SENCo	End 2018	Concerns are raised and addressed as soon as possible (<i>within the constraints of the PFI arrangements</i>)	July 2018

Appendix 3

(School should undertake an audit of the extent in which pupils with disabilities can access **information** on an equal basis with their peers. Short, medium and long term actions are identified below to address specific gaps and improve access)

	Issue	What	Who	When	Outcome	Review
Short term	Can all Tapton students' access information on an equal basis with their peers?	Website content is as clear and accessible as possible, continue to provide information in alternative formats when requested	CoHeads, VS, SENCo	2015-16	Website continues to be as accessible as possible, any concerns raised regarding accessibility of information are considered and addressed as soon as possible	July 2016
Medium term	Can all Tapton students' access information on an equal basis with their peers?	Continue to provide information in alternative formats (e.g. braille) when required/requested.	CoHeads, Subject Leaders, VS, SENCo	2015-18	Review requests to provide information in alternative formats. Have all requests been met and if not why not?	July 2017

Long term	Can all Tapton students' access information on an equal basis with their peers?	Are all learning packages and programmes accessible to all (for example 'Show my Homework'?)	CoHeads, Subject Leaders, VS, SENCo	2015-18	All students can use 'Show my Homework' and other online packages that support learning	July 2018
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