

# Tapton SCHOOL

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## TAPTON SCHOOL ACCESSIBILITY POLICY AND PLAN

2021-2024

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**Committee:** Personal Development, Behaviour and Inclusion

**LAST REVIEW/UPDATE:** March 2022

**LEVEL OF CHANGE:** New Action Plan

**NEXT REVIEW:** March 2023

# Accessibility Policy and Action Plan

## Introduction

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

- Increase the extent to which students 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 students 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 as 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 SEND 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
- Report 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 their 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 2021- 2024 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 SEND 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 Local Authority 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 Entry Level Qualifications and unit award scheme, social skills sessions and paired reading.

Provided in addition to the curriculum are a number of pre-school interventions and 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 students 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 in 2001. The school building and grounds are the responsibility of a third party (until 2025/26 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 has increased its intake in year 7 and has had an extension built to provide for additional classrooms/offices/multi use gym. The 2 storey extension provides for disabled students/visitors in the provision of a lift and disabled washroom facility. Braille signage has also been 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**

Our action plan can be found below. This details our focus for the next three years relating to the key duty areas and covering the period 2021 - 2024. The strategic areas for development remain consistent:

- Curriculum
- Environment
- Access to Information

Our specific actions are monitored on an annual basis following evaluation and analysis of the outcomes for SEND and VS students. Parent and student voice is also sought and forms the basis for future planning. These plans will be reviewed and adjusted annually. The policy as a whole 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.

Key Duty	Actions	Who and When	Impact
<p>All children should have access to an ambitious, broad and balanced curriculum which is tailored to the individual needs of students</p>	<p>At the start of each academic year staff are trained to employ quality first teaching strategies in response to individual needs.</p> <p>This also forms part of the teacher Performance Development cycle and is reviewed in October and March each year.</p> <p>Teachers of our most vulnerable students receive specific guidance through additional briefings, student engagement plans and liaison with SEND/VS.</p> <p>Curriculum provision regularly reviewed during Student Engagement Meetings to ensure we are meeting the needs of SEND and VS students.</p>	<p>SEND and VS staff deliver training to all teachers and members of the inclusion team</p> <p>Headteacher leads on Performance Development, informed by TSAT HR lead. Objectives build in a SEND focus.</p> <p>SENDCO leads on adaptation of curriculum to meet all needs. This is regularly reviewed during weekly Inclusion meetings and Student Engagement Meetings.</p> <p>Head of VS and VS teaching/support staff liaise with senior leadership team to ensure VS students' needs are catered for.</p> <p>Pathways are monitored and found to be appropriate to need and ability.</p>	<p>Learning walks reveal that teachers adapt and respond to the needs of all students.</p> <p>Staff are well informed about how best to ensure all students access the curriculum and remain engaged.</p> <p>KS3 Curriculum and GCSE Pathways provide high aspirations to achieve destinations.</p> <p>Exam results show that pathways are appropriate and matched to ability.</p> <p>SEND and VS students make progress, engage in learning and the wider life of the school.</p>

<b>Key Duty</b>	<b>Actions</b>	<b>Who and When</b>	<b>Impact</b>
<p>Ensure the physical environment is accessible for all our staff and students, including those with disabilities</p>	<p>Raise staff awareness of student needs</p> <p>Liaise with feeder schools to ensure information is provided on transition</p> <p>Keep under review and make provision for any new developments any areas of uneven surfacing and ensure repairs are actioned (within the constraints of the PFI).</p> <p>Ensure routine internal decorations consider needs of all students (e.g. contrasting door frames, hand rails etc)</p> <p>The external site is reviewed to ensure it meets with all DDA requirements and supports independent movement around the site by visually impaired students/staff/visitors</p>	<p>SENDCO to issue SEND+ register and guidance regarding how best to meet students' needs at start of each school year. This is updated throughout the year and key changes shared with staff through briefing and via email.</p> <p>SENDCO and Head of Vision Support to liaise with primary colleagues and each other to ensure specific needs are understood and support put in place. Further meetings with parents and relevant staff, including form tutors and wider inclusion team. Ongoing throughout the year with any new starters.</p> <p>Members of SLT undertake regular walks around the building and outside areas to identify issues as they arise and report. Vision Support staff will also carry out these checks and report back.</p> <p>Headteacher and Business Manager to consult with SENDCO and VS on this where appropriate.</p> <p>In conjunction with the PFI provider the school will look to implement any recommendations made by the VS on site team.</p>	<p>All student needs are considered and met</p> <p>Students feel supported and settle quickly into their new school</p> <p>Teachers are aware and able to adapt and support.</p> <p>Staff and students have safe movement around the site with little or no reported accidents</p> <p>Staff and students have safe movement around the site with little or no reported accidents</p> <p>Staff/students/visitors to the site are able to move around the site safely and independently</p>

<b>Issue</b>	<b>Action</b>	<b>Who and When</b>	<b>Outcome</b>
<p>Can all students and visitors access information on an equal basis</p>	<p>The school regularly reviews its communication with parents/carers on its platforms, aiming to streamline and improve its communication with parents/carers. Parent Voice survey each April to include question on this.</p> <p>The school website is updated and reviewed to ensure ease of access for parents/carers/external bodies and is compliant with statutory guidance.</p> <p>School displays are reviewed and renewed using different media where feasible</p>	<p>Headteacher and Leadership team review through annual Governor Led parent survey in April and consider impact of changes made and further improvements needed.</p> <p>Communication Officer to implement changes and regularly update and improve website. This role was appointed to in September 2021. The Communication Officer works with the website developer and the Senior Leadership Team to develop new and revised content.</p> <p>Working with an external company the school improves the internal aesthetics of the building to make it a more vibrant and attractive place to be whilst communicating the school's core values. Progress made in PE with trial of vinyl wall coverings to provide visual impact. If robust further areas to be revitalised.</p>	<p>Letters are accessible to all parents. The website is up to date and out of date material is removed.</p> <p>We use our twitter account to celebrate students and staff.</p> <p>Communication with parents/carers is streamlined</p> <p>The updated website takes into account feedback from relevant parties and is attractive, informative and easy to navigate</p> <p>Students take pride in our school building and feel inspired by the environment and are clear about the school values</p>