

TAPTON SCHOOL ACCESSIBILITY POLICY AND PLAN

2018-2021

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LEVEL OF CHANGE: Minor

NEXT REVIEW: Jan 2021

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
- 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 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 2019-2022 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 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

Attached are 3 action plans, one relating to each key duty and covering the period 2019-2022. 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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Kat Rhodes Co-Headteacher

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Adrian May Co-Headteacher

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Fred Woodruff, Chair of Governors

Issue	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcome
Is the curriculum an outstanding experience for all students and staff and is it accessible?	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all students. • We use resources tailored to meet the needs of students who need support to access the curriculum e.g. adapted resources for VS students. • Progress is tracked for all students, including those with a disability. • Appropriate targets are set for all students with additional needs. • The curriculum is continually monitored to ensure it meets the needs of all students. • Our Learner Enquiry Experience focuses on accessibility of the curriculum for all students within each department 	<p>SHORT TERM (Y1) All staff are trained to employ quality first teaching strategies in response to individual needs.</p> <p>MEDIUM TERM (Y2) The school looks to improve the support provided to students and staff who have issues with their mental health and resilience</p>	<p>SENCO leads on adaptation of curriculum to meet all needs. Head of VS and VS teaching/support staff liaise with staff to ensure VS students' needs are catered for.</p> <p>To review the provision of support to staff taking account of staff voice (this work is aligned with TSAT policy)</p> <p>To review the provision of support for students and provide training for relevant pastoral staff</p>	<p>SENCO</p> <p>Head of VS</p> <p>Co-Head's and Business Manager</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>All students make expected or better progress. Learning walks as part of the Learner Enquiry Experience ensure that this is fully embedded into lessons.</p> <p>Staff report through staff surveys (2020 results compared to 2019) that the school as the employer provides support for their mental health issues and helps to build resilience Students report through student</p>

	<ul style="list-style-type: none"> Assisted technology is used where appropriate to remove barriers to learning in increase independence e.g. pen readers Reduction of duties for staff where necessary VS/SEN update staff annually (in September) regarding students with VS/AEN profiles The Trust delivers appropriate training to all it staff e.g. a training day on 'The Inclusive Classroom'. The school runs a 'Summer School' for targeted students to aid in transition from primary to secondary school The school employs a Mental Health and Resilience Worker to provide support to students and staff 	<p>LONG TERM (Y3) The school provides EBACC rigour for all students regardless of ability</p>	<p>Pathways are monitored and found to be appropriate to need and ability. Pathways provide high aspiration to achieve destinations</p>	KS4 Leader	During Option process	<p>voice that the school provides support for their mental health and helps to build resilience</p> <p>Exam results show that pathways were appropriate and matched to ability. EBACC % for the school is above the national average.</p>
Issue	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcome
Is the physical environment as accessible as possible	The environment is adapted to the needs of the students as required. This includes:	SHORT TERM	Issue of SEND register and guidance regarding how	SENCO	Sept (annually)	

<p>for all our staff and students, including those with disabilities</p>	<ul style="list-style-type: none"> • A lift in both the old and new buildings • Ramps where appropriate • Accessible parking bays for the minibus delivering and collecting VS students • Disabled bays for staff and visitor parking • Disabled toilet in the main building • Single toilets in the new build • EVAC chairs positioned at strategic points around school • Lift passes issued to students with access difficulty (permanent or temporary) • Sensory garden • Staff removed from duties where disability has an impact • Availability of wheelchairs for temporary use • Adapted lighting used where necessary 	<p>Raise staff awareness of pupils' needs</p> <p>Liaise with feeder schools to ensure information is provided on transition</p> <p>MEDIUM TERM 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</p>	<p>best to meet students' needs</p> <p>Assessment of pupil needs on transition with regards to access curriculum and meetings with parents and relevant pastoral members</p> <p>Regular walks around the building and outside areas to identify issues as they arise</p> <p>In discussion with the PFI provider</p>	<p>SENCO, Year Manager, First Aid Officer</p> <p>Business Manager Caretaker, Grounds people</p> <p>Business Manager</p>	<p>On transition</p> <p>Termly</p> <p>Termly</p>	<p>All student needs are considered and met</p> <p>Students feel supported and settle quickly into their new school</p> <p>Staff and students have safe egress around the site with little or no reported accidents</p>
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	<ul style="list-style-type: none"> Staff with disabilities are provided with support for admin tasks 	<p>door frames, hand rails etc)</p> <p>LONG TERM To ensure that all new and existing buildings allow for independent access for all</p>	Review carefully any new plans to ensure compliance with DDA regulations and Equality Act	Business Manager	As and when new projects/plans are discussed	
Issue	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcome
Can all students/parents/staff and visitors access information on an equal basis	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Braille door signs Large print resources Induction loops Pen readers for identified students Seating plans take into account students' additional needs 	<p>SHORT TERM (Y1) The school will investigate the introduction of 'My Child At School' to provide another means of communication between school and home, one that can utilise smart phones and reduce on the production of written media</p>	<p>To explore the advantages/disadvantages (as experienced by other schools in the trust who are using MCAS). To gather parent voice on the introduction of MCAS. To target hard to reach parents to see if MCAS will improve their access to information</p>	KS3/KS4 leaders	By end of the school year 19/20	Improved access to information for parents/carers

		e.g. student reports				
		MEDIUM TERM (Y2)	To review the school website with regards to what information is held and how easy it is to access and find information for parents/carers/visitors	To work with website developers with a particular focus on improving access to information on the website for all interested parties	Co-headteacher and trust communications officer	'users voice' confirms that the website is easy to navigate to find information
		LONG TERM (Y3)	To investigate the adaptation of the school newsletter and or website information into languages other than English	To look at ways to achieve this using adapted technology	Co-headteacher and trust communications officer	Parent voice confirms that this has improved their access to information

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