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Accessibility Plan

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# Vision Statement

Under the Equality Act, 2010 schools should have an Accessibility Plan. The Equality Act

2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010, a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s

guidance on statutory policies for schools. The plan must be reviewed every three years

and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Saddleworth School, the plan will be reviewed by the Business Manager and a member of the finance subgroup.

At Saddleworth School, we are committed to working together, striving to provide an empowering and inspirational learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other.

The Accessibility Plan is structured to complement and support the school’s SEN and Disability Policy and will be published on the school website. We understand that the Local Authority 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.

Saddleworth School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Saddleworth School Accessibility Plan demonstrates the access for disabled students, staff and visitors to the school and acknowledges the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan contains relevant and timely actions to:-

* Ensure access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are equally prepared for life as are the able-bodied students. If a school fails to do this, they are in breach of their duties under the Equalities Act 2010. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe ensure and maintain access to the physical environment of the school, adding specialist
* facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education again, within a reasonable timeframe
* Improve the delivery of written information to students, staff, parents and visitors with disabilities. For example, providing hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

* Teaching and Learning Policy
* Health & Safety Policy
* Equality Policy
* School Prospectus
* School Improvement Plan
* Special Educational Needs & Disability Policy
* School Equipment Log

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan, and therefore, some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new

Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors’ committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

* The Accessibility Plan will be published on the school website.
* The Accessibility Plan will be monitored through the Governor Finance Sub Group
* The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
* The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

# Aims and Objectives

Our Aims are to:

* ensure access to the curriculum for students with a disability
* ensure and maintain access to the physical environment
* improve the delivery of written information to students

Our objectives are detailed in the Action Plan below

# Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. Our SENCO is introduced to parents at the Open Evening and Y6 evening. For parents and carers of students already at the school, we collect information on disability as part of a survey of parents’ views, or in conjunction with a letter home about a parents’ evening.

## Physical Environment

Saddleworth incorporates facilities for students, staff with disabilities.

Facilities include:

● Disabled parking bays

● Lifts and wheel chair access to rooms

● Loop hearing system available on request

● Disabled toilets equipped with handrails and emergency alarms

● Fully accessible washroom facilities

● EVAC Chairs

● Accessible pathways around the site

The outside recreation space has tarmacked areas that allow wheelchair access.

## Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

# Access Audit

The school has a three-storey main building (Ground, 1st, 2nd 3rd floor) with all floors accessible by a lift which accommodates wheelchairs. The lift is maintained in accordance with the manufacturer’s instructions.

On-site car parking for staff and visitor includes dedicated disabled parking bays adjacent to the main reception. Most entrances to the school are either flat or ramped, and all have wide doors fitted. There is a disabled toilet facility available to students, staff and visitors on all floors.

The school has internal emergency signage, and escape routes are clearly marked, this includes refuge areas for wheelchair users and two evacuation chairs.

# Management, coordination and implementation

We will consult with experts regarding accessibility for students with disability.

The Governors and Senior Leadership Team will work closely with the Local Authority.

# Action Plan

## Aim 1: To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

| **Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| --- | --- | --- | --- | --- |
| To liaise with primary partner schools to review potential intake for Sept 2023 and future years | To identify students who may need additional to or different from provision for Sept 2023 Intake | Sept  2022 onwards | SENCO  Transition Manager | Procedures and equipment  in place by Sept 2023 and onwards |
| To review all statutory  policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | SLT  SENDO  Governors | All policies clearly  reflect inclusive practice and procedure |
| To establish close  liaison with parents/carers | To ensure collaboration and information sharing between school and families. | Ongoing  throughout | SLT  SENDCO  SEN Staff  Pastoral staff  Teaching staff  Admin staff  Previous school | Clear collaborative  working approach |
| To establish close liaison with outside agencies for students with ongoing health needs. | To ensure collaboration between all  key personnel | Ongoing  throughout | SLT  SENDCO  LSAs  Pastoral staff  Outside agencies  Previous school | Clear collaborative  working approach |
| To ensure full access to the curriculum for all students. | Outside visits, Employment of  specialist advisory teachers, CPD for  staff and:   * A differentiated curriculum with reasonable adjustments. * The use of appropriate assessment tools to assist in developing learning opportunities for students and also in assessing progress in different subjects * A range of support staff including trained learning support assistants * Multimedia activities to support most curriculum areas * Use of interactive ICT equipment * Specific equipment sourced from occupational therapy, physiotherapy and medical physics | Ongoing | SLT  Curriculum Leaders  Teaching staff  SENDCO | Advice taken and strategies evident in classroom practice.  Students with SEN and disabilities supported and accessing curriculum. |

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| **Tasks/Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| To review attainment of all SEND students. | SENDCO/Year Team meetings  CoP reviews and EHC plans  Student progress  Scrutiny of assessment system  Regular liaison with parents | Termly | Teaching staff  Year Team  SENCO | Progress made  towards LP targets  Provision mapping shows clear steps and progress made |

| **Tasks/Targets** | **Strategies** | **Timescale** | **Responsibilities** | **Success Criteria** |
| --- | --- | --- | --- | --- |
| To take account of variety of learning styles when teaching | Within the curriculum, the school  aims to provide full access to all aspects of the curriculum by providing (where appropriate)   Wheelchair access   Screen magnifier software for the visually impaired   Features such as laptops and specialised keyboard   Making reasonable adjustments to enable disabled students to participate successfully in lessons   Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people. | Ongoing | Whole school  approach | Variety of learning styles and multi-sensory activities evident in teaching and learning.  Ensuring that the needs of all disabled students, parents and staff are represented within the school. |
| To evaluate and review the above short and long term targets  annually | See above | Annually | SLT/Core curriculum  leaders  Governors | All students making good progress. |
| To deliver findings to the  Governing Body | Report to Governors  Finance and Premises and  Curriculum Governors meetings | Annually  Termly SEN Governor / SENDCOO meetings | SENDCO  SLT/SEN Governor | Governors fully  informed about SEN  provision and progress |