



Accessibility Plan

Written By	Faye Warren, SENCO
Creation Date	September 2017
Adopted by Governors	21 December 2017
Last Review Date	NA
Next Review Date	September 2020

ACCESSIBILITY PLAN

Driffield School & Sixth Form

3-year period covered by the policy: September 2017 to September 2020

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,of information which is provided in writing for children / young people who are not disabled.

An accessibility plan must be in writing.

During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.

It is the duty of the responsible body to implement its accessibility plan.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*

Health Standards (England) Regulations 2003

Driffield School & Sixth Form

We are an 11-19 comprehensive school which is part of the Multi-Academy Trust, The Education Alliance. The school comprises of the North, East, West, West Annexe and Ace buildings of one to three storeys which cover a large site.

The School's Aims

« Valuing learning and valuing each other. »

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Deputy Headteacher**
- **SENCO**
- **SEN Manager**
- **Parent representative**
- **Students**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people, so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children/young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The Accessibility Plan can be found on the school website. The Plan can be printed out on request, with enlarged text if necessary.

Other School Policies & Documentation

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

- Disability Equality Policy
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEN Information Report.
- School Development Plan

- School Brochure and Mission Statement
The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: September 2017

Lead member of staff: Faye Warren, SENCO

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		✓		Calendared SEND CPD for staff, including Teaching Assistants. Weekly SEND updates by SENCO in staff briefing.
All school staff and the governors have had access to training on disability equality and inclusion.		✓		Governors to access training sessions regarding disability equality.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	✓			On-going consultation with external agencies.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		✓		SENCO to liaise with departments regarding displays.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.		✓		To investigate whether students with physical disabilities can access swimming in school time. To develop further inclusive practice in PE and sports day.
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.		✓		Raise awareness of young people in school about special educational needs – assemblies, drop-down days.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they	✓			Trial subject based Teaching Assistants in core subjects from September 2017.

benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.				
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.		✓		<p>Drop-ins and lesson observations by SLT.</p> <p>Learning walks by SENCo and Jo Donkersloot.</p> <p>Pupil voice recorded.</p>
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.		✓		<p>On-going advice sought by the SENCO from external agencies.</p> <p>Trial Eye Gaze in September 2017.</p>
Provision of laptops is considered to aid recording and / or communication.		✓		<p>To purchase lap-tops to support students in recording work. Currently using Ipads. However, professionals advise that lap-tops are easier for students with physical disabilities to use.</p>
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				<p>SENCO to liaise with lead on school trips.</p>
The school links with other schools to share good practice.	✓			<p>The SENCO and SEN manager to continue to attend Trust SENCO network meetings and LA SEND network meetings.</p> <p>SENCO to lead primary pyramid meetings to develop stronger links with SEN team in primary feeder schools.</p>
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		✓		<p>SENCO to identify with heads of departments a SEND Friend in each department.</p>
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			<p>Exam access arrangement assessments completed with Y9 in summer. List of exam access students shared with staff.</p> <p>SENCO to request CPD for staff in completing exam access request form for students.</p>
The school signpost children, young people and families to further support e.g. FISH, ERVIP, SENDIAS		✓		<p>SENCO to liaise with LA about clarity of support services (concerns raised by SENCOs at LA review meeting in July 2017).</p>
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		✓		<p>SEND Governor identified.</p> <p>Termly meetings to be scheduled from September 2017.</p>

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			Although each building is equipped with a lift, SENCO has requested that students with a physical disability of medical condition are educated at ground floor level.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		✓		SENCo to share information with SLT about resources required to improve inclusion for students with a disability.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.				SENCO to liaise with SLT to develop understanding of planned works.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	✓			External agencies consult with school regarding maintenance of specialist equipment. SEN manager to oversee procedures.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.		✓		SENCO to liaise with site manager regarding alarms for students with hearing impairment. SENCO and site manager to organise Evac Chair training for relevant staff.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.				SENCO to ensure that all students who require a PEEP have one in place. This will be shared with staff and the young person.
With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.		✓		DPI to produce Managing Medicines Policy. SENCO to review audit of TA skills and identify which TAs are personal hygiene trained.
Pathways of travel around the	✓			SENCO to confirm if an accessibility

school site and parking arrangements are safe. Disabled parking spots are available.				audit has been completed.
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.		✓		SENCO to liaise with HR Manager and to develop knowledge of which staff have a disability and what support they require.
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	✓			TAs to be timetabled to move specialist equipment around the school site for students. Specialist equipment is located where necessary. SAPTS advise SENCO about how to meet needs of students with hearing impairment. List of HI students to be accessible on TEAMS.
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.		✓		Signage of rooms to be explained to new students and staff. SENCO to request that an new signage is SEND friendly.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		✓		CPD specific to SEND to be requested by SENCO for all staff.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		✓		SENCO to share with all staff information about how to best present information on PowerPoint presentations.
ICT facilities are used to produce written information in different formats as appropriate.		✓		SENCO to seek guidance from external agencies and share with staff, as appropriate.
Staff are familiar with		✓		To include necessary information in

technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...				one page profiles and SEN support plans.
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			Parent voice recorded during assess, plan, do, review process. SENCO to continue to attend Head's Surgery, as required. SENCO to develop a parent network group for parents of students with SEND.

Access Planning for Period 2017/18 – 2020/21

Lead member of staff: Faye Warren

Date: September 2017

Date of Review: _____

Name of Reviewer: _____

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Driffield School & Sixth Form will monitor the implementation of the plan and keep under review the access needs of the school.

Focus: Access to the Curriculum:

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	All students on the SEND register have a one page profile.	SENCO / SEN Manager	Term 1 2017/18	Hourly Wage	Differentiation within lessons to ensure that the needs of students are being met through quality first teaching.
	Students with a physical disability access swimming as part of PE curriculum.	SENCO/ PE staff	Term 1 2017/18	Cost of swimming pool Hourly wage of TA, where necessary	Inclusive practice within PE further developed and identified students are accessing swimming in school time.
	Y9 Options programme to	SENCO/	Term 1	Hourly	SEND option pathway confirmed.

	<p>be reviewed – SENCO to request if additional English and maths can be offered as an option.</p> <p>SENCO to attend options evening and discuss and plan options with the assess, plan, do, review cycle.</p> <p>SENCO to lead primary feeder school meetings.</p>	<p>SLT</p> <p>SENCO</p> <p>SENCO</p>	<p>2017/18</p> <p>Term 1- 2 2017/18</p> <p>Term 1 2017/18</p>	<p>wage of staff</p> <p>Hourly wage of SENCO</p> <p>Hourly wage of SENCO</p>	<p>Y9 SEN support plans and EHCPs evidence planning around options.</p> <p>Links with primary feeder SEN teams better developed and improved transition of Y6 SEND students.</p>
Medium Term	<p>Termly SEND CPD sessions for all staff relating to different areas of need within the SEND Code of Practice (2014).</p> <p>Training for Governors regarding SEND.</p> <p>Review of the current curriculum offer to ensure that there are more practical and accessible courses for SEND students in KS4.</p> <p>TAs assigned to departments in core subjects – review.</p> <p>SEND Friends identified in each department and SEND audit completed regarding staff knowledge of SEND.</p>	<p>SENCO/SLT</p> <p>SENCO</p> <p>SENCO/SLT</p> <p>SENCO</p> <p>SENCO/HOD</p>	<p>Term 3 2017/18</p> <p>Term 2-3 2017/18</p> <p>Term 3 2017/18</p> <p>Term 3 2017/18</p>	<p>Training provider costs</p> <p>SENCO hourly wage</p> <p>SENCO hourly wage</p> <p>Hourly wage of staff delivering courses</p> <p>Hourly wage of TAs</p> <p>Hourly wage of staff</p>	<p>Differentiation within lessons to ensure that the needs of students are being met through quality first teaching.</p> <p>Governors completed training about disability equality.</p> <p>Personalised curriculums for SEND learners in place at KS4.</p> <p>SEND learners make progress in core subjects.</p> <p>Improved awareness of SEND in departments and good practice shared.</p>

	Laptops purchased for students with physical disabilities.	SENCO	Term 2-3 2017/18	Cost of laptops	Students with a physical disability have access arrangements to record work as usual way of working in lessons.
	Differentiation within lessons is a focus of drop-ins and observations and data shared with SENCO.	SENCO/SLT	Term 1-3 2017/18	Hourly wage of SLT/SENCO	Quality of teaching improves and training/support identified.
Long Term	A Bridge facility in place to support students struggling to access mainstream education.	SENCO/SLT	Term1 2018/19	Hourly wage of staff	Reduction in exclusions and behavioural incidents of SEND students.

Focus: Access to the Physical Environment:

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	Review the timetables of identified students with medical condition or physical disability to ensure that lessons are at ground floor level.	SEN Manager	Term 1 2017/18	Hourly wage of SEN Manager	Ground floor teaching of identified students.
	TAs timetabled to move specialist equipment around school.	SEN manager	Term 1 2017/18	Hourly wage of SEN Manager	Specialist equipment used by SEND students.
	Managing Medicines Policy produced and displayed on school website.	Head Teacher	Term 1 2017/18	Hourly Wage of Head Teacher	Managing Medicines Policy in place.
	SEND budget and School Improvement plan shared with SENCO.	SENCO/SLT	Term 1 2017/18	-	SEND budget and school improvement plan include details to improve access and resources for those with a disability.
	SENCO to liaise with Site manager about alarms and accessibility audit.	SENCO/ Site manager	Term 1 2017/18	Hourly wage	Discussion informs PEEPS and School improvement plan.
	SENCO to liaise with HR Manager about staff with	SENCO/ HR Manager	Term 1 2017/18	Hourly wage	Discussion in forms support plans/PEEPS for identified staff.

	<p>disability.</p> <p>List of HI students recorded on TEAMS for staff to access.</p> <p>TAs identified who can administer personal hygiene care.</p>	<p>SEN Manager</p> <p>SENCO</p>	<p>Term 1 2017/18</p> <p>Term 1 2017/18</p>	<p>Hourly wage</p> <p>Hourly wage of SENCO</p>	<p>Staff aware of which students have HI and how to support in lessons – HI students access learning.</p> <p>Personal hygiene administered where necessary.</p>
Medium Term	<p>PEEPS developed and shared with staff for students with a disability and/or impairment.</p> <p>Maintenance plan of specialist equipment completed and external agencies contacted, where necessary.</p> <p>EVAC chair training completed by relevant staff.</p>	<p>SENCO/SEN Manager</p> <p>SEN Manager</p> <p>SENCO/ Site manager</p>	<p>Term 2 2017/18</p> <p>Term 2-3 2017/18</p> <p>Term 2 2017/18</p>	<p>Hourly wage</p> <p>Hourly wage of SEN manager Cost of maintenance</p> <p>Training costs</p>	<p>Evacuation procedures for identified students are in place.</p> <p>Specialist equipment is in good working order.</p> <p>Staff trained for use of evac chairs.</p>
Long Term	<p>Incorporation of appropriate colour schemes when refurbishing to benefit children / young people with visual impairments.</p> <p>New signage to include images and colour to be considered to support students/staff with disability and/or medical conditions.</p>	<p>SENCO/S LT</p> <p>SENCO/S LT</p>	<p>Sept 2020</p> <p>Sept 2020</p>	<p>Cost of refurbishment</p> <p>Cost of signs</p>	<p>Improved accessibility throughout school.</p> <p>Improved accessibility throughout school.</p>

Focus: Access to Information

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	<p>SENCO to share with all staff information about how to best present information on PowerPoint presentations.</p> <p>Information regarding technology and</p>	<p>SENCO</p> <p>SENCO/SEN manager</p>	<p>Term 1 2017/18</p> <p>Term 1 2017/18</p>	<p>Hourly wage of SENCO</p> <p>Hourly wage of SEN</p>	<p>Information is presented to groups in a way which is user friendly.</p> <p>Staff are familiar with technology and practices developed to assist people with disabilities.</p>

	practises to assist SEND learners in the classroom to be included in one page profiles and SEN support plans. Parental voice and student voice recorded in SEN support plans and EHCPs. SENCO attends Head's Surgery.	SENCO/S EN manager SENCO	Term 1 2017/18 Term 1 2017/18	Hourly wage of SEN Manager/S ENCO Hourly wage of SENCO	Opinions and views of parents and students recorded and acted upon. Complaints and suggestions from the parents of students with a disability are dealt with effectively.
Medium Term	Parent network events introduced for parents of students with SEND.	SENCO/S EN Manager	Term 2 2017/18	Hourly wage of SENCO Cost of refreshments	Information shared between parents.
Long Term	New signs are also in braille.	SENCO/S LT	Term 3 2020/21	Cost of signs	Alternatives to printed information are in place.

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Faye Warren

Date: _____

Period of Plan being checked; _____

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		
6. Are there indications as the resourcing of the plan?		

Recommendations

Insert any recommendations made as a result of the checking exercise.

Key

KS3 – Key stage 3 (years 7-9)
KS4 – Key stage 4 (years 10-11)
KS5 – Key stage 5 (years 12-13)
NC - National Curriculum
SLT - Senior Leadership Team
SEN - Special Educational Needs
Alps - Key Stage 5 data and target setting package
AS - Advanced Subsidiary (qualification)
HOH - Head of House
AFL -Assessment for Learning
DFE – Department for Education
JCQ – Joint Council for Qualifications
LA – Local authority
ERYC – East Riding of Yorkshire Council