



Accessibility Plan

Written By	Faye Warren, Assistant Headteacher & SENDCO
Creation Date	July 2018
1st Review Date	September 2021
2nd Review Date	December 2024
Next Review Date	December 2027

ACCESSIBILITY PLAN

Driffield School and Sixth Form

3-year period covered by the plan: December 2024 to December 2027

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 SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools 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.

Driffield School and 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, Performing Arts, Information Technology, Learning Resource Centre, Sixth Form, Sports Hall and Ace buildings. Buildings are of one to three storeys and sprawl over a large site with a school field and Astro-turf.

The School's Aims

A proud and confident community: achieving success through trust and respectful relationships.

Believe – Achieve

**BE HERE
BE YOURSELF
BE YOUR BEST
ONE DRIFFIELD**

Aims of the Accessibility Plan

At Driffield School & Sixth Form, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- Improve access to the curriculum
- Improve access to the physical environment of school
- Improve the availability of accessible information

Accessing the School's Accessibility Plan

The Accessibility Plan can be found on the school website.

The plan is available through alternative methods and formats upon request.

Other School Policies and Documentation

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

- Special Educational Needs Procedure
- SEND Information Report
- Exams Policy
- Equality, Diversity & Inclusion Policy
- Educational Trips & Visits Policy

Previous Adaptations made to the school

Driffield School & Sixth Form has already introduced a range of initiatives and adaptations to help increase the accessibility to education for students with a disability. These are detailed below:

Access to the curriculum

- Full-time education in classes, with help and support from the subject teacher through quality first teaching and consistent and effective use of high-impact teaching strategies
- An ever-evolving, inclusive curriculum that is ambitious, well designed and sequenced (with reading and writing at its heart) across all key stages and subjects
- Well-designed assessment that drives curriculum development, adaptive teaching and effective feedback, allowing us to identify appropriate students for timely and evidence-based interventions to address gaps in knowledge and narrow attainment gaps
- An effective programme of CPD designed and delivered to ensure consistent quality first teaching so that we meet the needs of all our students
- A culture of wider personal excellence where the importance of character (inside and outside of the classroom) is prioritised by:
 - Inspiring our students to strive for personal excellence by engaging with our core character values
 - Challenging them through a coherently planned and sequenced curriculum, pastoral care and extra-curricular opportunities
 - Raising aspirations with the ambition to impact and influence communities on a local, national and global scale
- Effective systems for behaviour, safeguarding and care through the creation of a whole school culture where everyone recognises the importance of (and promotes) good school attendance to support academic/ social outcomes and wellbeing

Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Lift access to upper floors in Ace Building, Performing Arts Building and North Building
- Where appropriate handrails assist with using stairs
- Internal/external steps are marked for definition
- Levelled playground access for wheelchair users
- Automatic doors to access buildings and/or touch pads to open doors
- Disabled toilets are located in Ace, Performing Arts, East, West and North Buildings
- Provision of a disabled toilet with hoist and physiotherapy room
- Availability of height adjustable tables
- Food technology classroom equipped with height adjustable resources
- General classrooms are carpeted and fitted with blinds
- Designated parking bays on site for people with a disability
- Provision of assistive technology as required (laptops and reader pens)

- Continued training from and close working partnership with a range of professionals (SAPTS, VI Service, HI Service)

Access to information

- Improved signage around the school site
- Provision of school communications in alternative formats

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

AUDITS & ACTION PLANS

Access Audit

Date: December 2024

Review Date: December 2027

Lead member of staff: Faye Warren, Assistant Headteacher & SENDCO

Section 1 Improved access to the curriculum.

Strategy	Implementation Activity	Timescale	Review
A good teacher in every classroom	Consistent and effective use of high-impact strategies to support quality first teaching (focus on show me boards, questioning, modelling in Year 1)	Short 2024-2025	
	Effective programme of CPD for teachers and TAs that focuses on the 4 areas of need within the SEND Code of Practice	Short 2024-2025	
	Introduction of weekly quality first teaching briefings for teachers and TAs	Short 2024-2025	
	Launch new class profiles	Short 2024-2025	
	Launch new one page profiles which focus on specific student-focused strategies	Short 2024-2025	

	<p>Disseminate TEAL generic supportive strategies for the 4 areas of need within the SEND Code of Practice to complement the specific student-focused strategies on one page profiles</p> <p>Develop effective means of sharing SEND specific information with teachers, TAs and pastoral staff – SEND Sharepoint and Arbor</p> <p>Maintain and develop links with external agencies to access SEND specific expertise as a means to develop further quality first teaching</p>	<p>Short 2024-2025</p> <p>Medium 2024-2026</p> <p>Short 2024-2025</p>	
An ambitious, inclusive curriculum	<p>Literacy improvement plan focusing on:</p> <ul style="list-style-type: none"> • a whole-school culture where everyone recognises the value and benefits of reading and reading habits are successfully promoted • high-impact strategies to explicitly teach Tier 2/3 vocabulary and reading/writing processes • consistent classroom routines to underpin the teaching of oracy skills • reducing the reading attainment gap through both the universal offer and targeted interventions for struggling readers 	<p>Short 2024-2025</p>	

	<p>Use assessment data and feedback to identify needs and inform teaching, targeted interventions and specialist interventions to ensure that the curriculum is responsive to need for current and future pupils</p> <p>Complement high quality teaching with targeted early intervention in literacy and numeracy</p> <p>Offer an alternative foundation learning curriculum for low-ability pupils</p> <p>Review and adapt the curriculum offer at KS4 with a focus on providing a range of vocational subjects and level 1 courses</p> <p>Introduce a short-term remote offer in English and maths for non-attenders (eg EBSA, mental health difficulties, emergency situations)</p> <p>Provide opportunities to share best practice</p> <p>Develop links with TEAL primary schools to utilise knowledge and expertise in differentiating lesson content and resources for low ability pupils across all subject areas</p>	<p>Medium 2024-2026</p> <p>Medium 2024-2026</p> <p>Long 2024-2027</p> <p>Medium 2024-2026</p> <p>Medium 2024-2026</p> <p>Short 2024-2025</p> <p>Medium 2024-2026</p>	
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	<p>Access and use information technology to promote and develop independence in learning for learners</p> <p>Develop the use of AI to support the creation of differentiated and age appropriate resources</p> <p>To continue to co-ordinate special exam access arrangements in accordance with up to date JCQ guidelines</p>	<p>Short 2024-2025</p> <p>Medium 2024-2026</p> <p>Short 2024-2025</p>	
A culture of wider personal excellence	<p>Launch Character CVs to KS3/4 students and Reflection Logs to KS5 and regularly review with form tutors</p> <p>Continue to promote and develop the ongoing CEIAG support on offer for all students</p> <p>Continually review the APEX and Sixth Form PSHE curriculum, ensuring content is effectively sequenced, complements other subjects, tackles current issues and involves external providers</p> <p>Ensure there are a range of rich experiences for students that are planned in a coherent way -</p>	<p>Short 2024-2025</p> <p>Short 2024-2025</p> <p>Medium 2024-2026</p> <p>Medium 2024-2026</p>	

	<p>both in the curriculum and through extra-curricular provision</p> <p>Plan celebration events (both academic and extra-curricular achievement, e.g. Sports Awards)</p> <p>Continue to work closely with partners to provide experiences to raise aspirations and develop key skills e.g. Coventry University, Tigers Trust, Run With It, Young Gentlemen's Project</p> <p>Embed student leadership, developing stronger links with our Sixth Form Student Leaders, so that key groups have a high profile and regular opportunity to share their work</p> <p>Share relevant resources with all departments to support with the promotion of equality and diversity and cross-curricular links</p> <p>Review the Be Well programme to support whole-school mental health</p>	<p>Short 2024-2025</p> <p>Short 2024-2025</p> <p>Short 2024-2025</p> <p>Short 2024-2025</p> <p>Short 2024-2025</p>	
Effective systems for behaviour, safeguarding and care	Launch the new attendance strategy, providing clear training and guidance on the policy, roles, responsibilities and procedures for all	Short 2024-2025	

	<p>stakeholders</p> <p>Clearly define the role of the tutor with respect to improving attendance and ensure all tutors have a shared understanding on their responsibilities</p> <p>Implement a clear reward scheme for continued good attendance or improving attendance</p> <p>Develop a transition programme to support students and families with poor attendance in Year 6 to have a successful start to Year 7, and for students in Year 7 moving to Year 8</p> <p>Further develop links between pastoral and SEND teams and open a consultation process with staff to consider the purpose of and criteria for reasonable adjustments (with a particular focus on an adjusted ADHD pathway)</p> <p>Careful analysis of discrimination, bullying and harassment data, alongside student voice to identify patterns of behaviour or vulnerable groups to ensure effective</p>	<p>Short 2024-2025</p> <p>Short 2024-2025</p> <p>Medium 2024-2026</p> <p>Medium 2024-2026</p> <p>Short 2024-2025</p>	
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	deployment of support and intervention		
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Section 2: Improved access to the physical environment of the school

Strategy	Implementation Activity	Timescale	Review
The school site is accessible	Continued monitoring of the needs of students to ensure that future refurbishment work maximises access to building and to facilities within them Continued advice from external agents (such as physiotherapists, occupational therapists, SAPTS) regarding appropriate specialist equipment or adaptations to the school environment as required to meet the needs of individuals.	Long 2024-2027 Long 2024-2027	
Areas of school meet the specific needs of students with SEND	Develop a calm learning area and reset space to meet the sensory needs of students Provide an outdoor space to support sensory reset time for students experiencing sensory overload Develop a sensory garden	Medium 2024-2026 Medium 2024-2026 Long 2024-2027	

Provision of specialist equipment and facilities	Specialist furniture and equipment are selected, adjusted and located appropriately on site	Short 2024-2025	
	SEND and site teams liaise and communicate effectively regarding maintenance procedures and checks of specialist equipment to ensure maintenance is timely	Short 2024-2025	
Emergency systems are set up to inform all students, staff and visitors of an evacuation	Alarm systems include both visual and auditory components (currently this is solely auditory)	Long 2024-2027	
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	Produce and share PEEPs with the student and the relevant staff	Short 2024-2025	
	Annual PEEP training at the start of the academic year	Short 2024-2025	
	HR Manager to ensure that all staff who require a PEEP have one in place	Short 2024-2025	
	Consider alternatives to the Evac Chair (such as the Evac Sledge) and ensure that training is implemented	Medium 2025-2026	

Section 3: Improved access to information

Strategy	Implementation Activity	Timescale	Review
School communications are accessible	<p>Information is available through alternative methods and formats</p> <p>Information is displayed on the school website for parents/carers to request information in alternative forms</p>	Short 2024-2025	
Learning resources are accessible	<p>Use of dyslexia friendly fonts – Open Dyslexic font available to use</p> <p>Explore the use of Bionic Reading within learning resources</p> <p>Provide coloured resources to students who have a diagnosed visual stress</p> <p>Where required, work in partnership with sensory services, about the creation of accessible resources for VI and HI students</p>	<p>Short 2024-2025</p> <p>Medium 2024-2026</p> <p>Short 2024-2025</p> <p>Short 2024-2025</p>	
Use assistive technology to support teaching and learning	<p>Provision of IT devices, such as laptops and reader pens, to support access to information</p> <p>Targeted intervention for students with low reading ages to train them in accessing VLE books/ audio books</p>	<p>Short 2024-2025</p> <p>Medium 2024-2026</p>	