

Tanfield School

Specialist College of Science & Engineering



ACCESSIBILITY PLAN POLICY

Introduction

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal daily activities.

Tanfield School has high ambitions for its pupils with disabilities and will aim to provide the correct environment for them to participate and achieve in every aspect of school life. The school also intends to increase accessibility for staff and members of the public with disabilities.

Pupil Data

As part of our anticipatory duty we will examine the data we hold on our pupils to identify pupils with disabilities who attend the school. We will also take into consideration any advanced information that is made available. For example, from an earlier key stage or from a prospective pupil with a disability that is likely to attend the school.

Consultation Group In order to ensure that we take into consideration a wide range of views regarding accessibility issues in the school we have a planning group consisting of:

- Site Manager
- Health and Safety Officer
- School Business Manager
- Chair of Governors
- SENDCO liaising with disabled members of the community

If our circumstances change we will appoint other members to the group relevant to the changes.

The Main Priorities in the School's Plan

We are aware of the three duties that cover the provision of education:

- The disability discrimination duties in Part 4 of the DDA
- The planning duties in Part 4 of the DDA
- The Special Educational Needs (SEN) duties

And we understand that these three sets of duties are combined to provide the statutory framework that underpins equality of opportunity for pupils with disabilities in accessing school education. We are also aware that the duty not to treat a pupil with disabilities less favourably and the duty to make reasonable adjustment are the two core duties that lie at the heart of the disability discrimination provisions in education. In compiling its Accessibility Plan the school will utilise the support package” provided via the schools extranet. These resources will be used in conjunction with the database software that highlights issues relating to all three areas from the planning duties:

- Increasing access to the curriculum
- Improving the physical environment
- improving the information to disabled pupils and making it more accessible.

a) Following the schools physical audit we will take the issues of non-compliance detailed in our database and address each item individually and put forward our action plan, timescale and funding methods.

b) Using the curriculum section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

c) Again using the information section and the database we will answer all questions and again propose our action plan, timeframe and funding to address any areas of shortfall.

The way we are addressing the three planning priorities are:

a) Increasing access to the curriculum

All areas relating to the curriculum have been identified and appropriate action taken.

b) Improving the physical environment

We have prioritised these areas into the most urgent which are being dealt with on a rolling programme of work. As circumstances change the priorities may have to be rearranged to meet the present needs.

c) Improving awareness of Equality and Inclusion and providing information in different formats

All areas relating to the provision of information in different formats have been identified and appropriate action taken.

Management

A member of the planning group will attend training for Accessibility Planning and will coordinate the gathering and input of information into the database. This will be an on-going process. The planning group will meet prior to the Governing Body termly meeting in order to provide updates on the progress and implementation of the plan.

Circulation

The school's Accessibility Plan is available in school. A copy is kept in the main office. Any interested parties should contact the Health and Safety Officer in the first instance to view the Plan.

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Accessibility Plan September 2018 -2020 (Equality)

As detailed in the accessibility plan introduction, the fundamental principles of Equality within the School have been applied during the implementation of this policy.

Improving the information to disabled pupils and making it more accessible			
Targets	Strategies	Timescale	Desired Outcome
Accessibility Plan and Equality Statement to become an agenda item at an annual Full Governing Body Meeting.	Head Teacher to ensure that this is added to a Full Governing Body meeting once a year.	Annually	Current legislation will be adhered to.
Training to raise awareness of equality disability issues.	Discuss perception of issues with staff/governors to determine the current status of the School. Provide training for governors, staff, pupils and parents.	Ongoing	The whole School community will be aware of issues relating to access.
SEND Policy to be revised and updated to reflect any new Code of Practice or updates.	Policy to be rewritten by the SENDCO in consultation with staff and governors as required. Termly Send focus meetings	ongoing	Staff and governors are aware of new legislation.
Continue to improve the experience and access of pupils with mental health conditions.	Discuss perception of young peoples' mental health related issues with staff I governors to determine the current status of the School. Provide training for governors, staff, pupils and parents.	Ongoing	The whole School community will be aware of issues relating to access for pupils with mental health conditions.

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	Continued implementation of school Self Harm policy and procedures.		
Ensure awareness of pupils needs at Open Days	Awareness of the admissions team to raise any potential issues with access to school areas. If needed tours for parents or children with mobility problems are arranged on a separate day/time.	Ongoing	Inclusivity for all
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Advice for DCC specialists on alternative formats and use of ICT software to produce customised materials.	As required	Delivery of School information to pupil and parents/carers with visual impairments.
Make available the School brochures and newsletter and other information/materials for parent/carers in alternative formats.	Review all current School publications and promote the availability in different formats for those that require it. The School will make itself aware of services available through the LA for converting written information into alternative formats.	When needed	Ensuring accessibility for all.
Written material will be made available in alternative languages.	The School will seek to translate key information with it is required with the support from DCC specialists.	When needed	School information will be available for all.
To ensure admissions are dealt with appropriately.	HT in liaison with LA Admissions Team to ensure Admission Policy is updated as required.	Ongoing	Admissions policy ensures disabled children included.
To ensure that pupils with VI can access the School curriculum.	Staff training from VI team – VI team and local specialist teams.	October 2016	Staff training to ensure staff can support with braille and VI.

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<p>To put in place individual arrangements for disabled pupils if needed e.g. breaks/lunchtimes. To do the same for staff.</p>	<p>System well embedded and ongoing as required.</p>	<p>As required</p>	<p>Ensuring accessibility for all.</p>
<p>To provide additional coaching or training for disabled pupils, staff, parents and carers.</p>	<p>System well embedded and ongoing as required.</p>	<p>As required</p>	<p>Ensuring accessibility for all.</p>
<p>Ensure the curriculum is used to promote understanding of disability.</p>	<p>Head of PSHE ensures broad use of PSHE/published resources to ensure curriculum covers the understanding of disability.</p> <p>Annual Diversity Day to all and includes events specifically catering to SEND issues and including identified opportunities for SEND pupils.</p>	<p>Ongoing/Annual</p>	<p>Ensuring accessibility for all/Positive promotion of SEND opportunities, issues and images of disabled people.</p>
<p>To monitor and prevent any disability related bullying.</p>	<p>The school records all reports of bullying and identifies any that may be disability related.</p> <p>Any disability related bullying is monitored and action taken where appropriate.</p> <p>The school seeks to ensure that all adults/pupils have understanding of</p>	<p>Ongoing as required</p>	<p>Any disability related bullying is monitored and appropriate action taken on every occasion with incidents reducing over time.</p> <p>Disabled pupils, staff, parents and carers are able to be confident in reporting any harassment and in the response of the school.</p>

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	<p>disabilities and the extra provision they may require.</p> <p>Disabled pupils, staff, parents and carers are encouraged to report on related harassment.</p> <p>All staff are trained in Whistle Blowing and reporting procedures.</p>		
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Improving access to the physical environment of the School

Tanfield School is continuing to grow and develop. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

PHYSICAL ENVIRONMENT			
Targets	Strategies	Timescale	Desired Outcome
Accessible car park.	Reserved bays are to be maintained and available to eligible users. 5mph speed limit in place. Minimal car access to site by parents/ carers. No drop off available for non-disabled pupil use.	Ongoing	Sufficient disabled parking.
Accessible toilets.	To provide more access to a unisex toilet for disabled pupils and staff across the site.	September 2020	Disabled staff, children and visitors have access to toilet and washroom facilities.
Handrails to be installed around school	Improve handrail access around school, particularly on stairwells	Ongoing	All handrails accessible around school
Ensure accessibility of access to IT equipment.	SENDCO liaises with DCC specialists with regard to visual impaired and hearing impaired pupils. Appropriate equipment, aids and adaptations purchased as needed.	Ongoing and as required.	Hardware and software to meet the individual needs of pupils as appropriate.

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<p>To ensure any future new build projects are physically accessible to all.</p>	<p>School Business Manager/Head Teacher will ensure compliance with building regulation accessibility.</p> <p>School Leaders will include audit of accessibility for non-wheelchair users with a disability HI/VI, sensory needs, ASD and mental health needs.</p>	<p>As required.</p>	<p>Reviewed as new projects are planned.</p>
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Improving access to the School curriculum

At Tanfield School, we will continue to review and adapt the School curriculum as necessary depending on the individual needs of our pupils. The Senior Leadership team work alongside the SENDCO, staff, parents and carers to ensure all children are encouraged to reach their full potential, in all areas of the School.

CURRICULUM			
Targets	Strategies	Timescale	Desired Outcome
Continue to organise training for teachers on how best to differentiate the curriculum to suit the changing needs of students.	Undertake an audit of staff training requirements.	Annual Send focus CPD	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum
Ensure staff are aware of disabled children's curriculum access for those with a disability and no SEND and those with both a disability and SEND and that all staff follow the SEND Code of Practice in relation to this.	Information sharing with all agencies and stakeholders involved with the child, review meetings etc. Risk assessments undertaken when necessary.	As required.	All staff are aware of and can meet the individual needs of students with additional/complex needs. All staff are able to support students' access to the curriculum.
Use SEND Specialist ICT hardware and software to support learning.	Make sure hardware/software installed where needed and involve pupils in a review of both hardware and software.	As required.	Appropriate classroom based access to the curriculum for all students.
All educational visits to be accessible to all.	Information and guidance is available to staff on ensuring trips are accessible. Ensure each new venue is previewed prior	As required.	All pupils in the School able to access all educational visits and take part in a range of activities.

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	to educational visit/risk assessment undertaken.		
Ensure curriculum is accessible to all.	Gather information on accessibility of PE and disability sports as required to reflect changing needs of pupils.	As required.	All children have access to PE and are able to take part, enjoy and excel at PE and reach their full potential.
Continued training for teachers and support staff on different aspects of SEND to promote inclusive education.	SENDCO to deliver whole school training annually during INSET and throughout the year as needed. Invite disability groups to visit school via PE curriculum/Diversity Day.	Ongoing.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum.
Classrooms are optimally organised and appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Classrooms and other teaching spaces include furniture and specialist equipment to support the learning process in individual classes according to the individual needs identified. Student voice is considered in identifying need. SENDCO liaises with parents, carers, outside agencies to enable a multidisciplinary approach to meeting the needs of the students.	Ongoing.	All classrooms and teaching spaces are appropriate to the needs of SEN pupils and staff.

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Access arrangement to meet individual needs when taking tests etc. will be applied for and support provided when required.	SENDCO will ensure appropriate student testing and will provide evidence to support access arrangements.	Ongoing.	All pupils will have their individual needs met and any barriers to achieving their full potential will be removed.
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