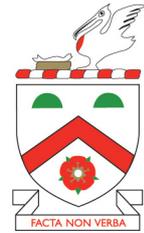


FRED LONGWORTH HIGH SCHOOL



Accessibility Plan

June 2018

This Policy was approved by:

Business Management Committee: 25 June 2018

Full Governing Body: 9 July 2018

Date for Review: June 2021

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995 and the Equality Act 2010. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. The Academy recognises its duty under the DDA and the Equality Act 2010:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- to plan to increase access for disabled students

Disability is defined within the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities."

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Academy 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 as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:-

- increasing the extent to which disabled students can participate in the Academy curriculum
- improving the physical environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services
- improving the delivery of information to disabled students, which is provided to students who are not disabled. This

should take account of views expressed by the students or parents about their preferred means of communication

Principles

The Academy recognises its duty to:

- ensure that compliance with the DDA is consistent with the operation of its SEND policy and any other Academy policy that has a focus and impact on it's disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan (detailed herein as follows).

1. Vision and values

- The school's mission statement of Belonging, Engaging, Succeeding Together underpins our policy and practice.
- The school is inclusive and is committed to equality of opportunity for all students.
- The school addresses and strives to remove potential barriers to learning.
- It is the responsibility of each member of staff to support the school in identifying and removing such barriers to learning.

The main beneficiaries of the Accessibility Plan are disabled students (as defined in the Disability Discrimination Act 2005) and also in the Equality and Disability Act 2010 and where the Act may apply to Section 12 of the Academies Act 2010 and disabled prospective students and parents/carers. Specific details of the school's work to meet the needs of disabled students will be found in other documentation, including the School Improvement Plan,

Departmental Action Plans, Minutes of the Staff Welfare Group and Business Management Committee.

2. Information from student data and school review

- Fred Longworth reviews regularly its policy and practice on inclusion and acts on the findings. Prior to transfer the Head of Year 7 and Inclusion Manager meets with primary staff, students and parents and gathers appropriate information and profiles on the students who will be transferring to the school.
- We have an open admissions policy in line with the relevant Equality and Discrimination Acts and also the Academies Act 2010 which is published on the school website.
- We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Disability Discrimination Act so that students can access and benefit fully from the curriculum in its widest sense.
- Throughout the five years that students are at Fred Longworth their progress is monitored and any underachievement identified and its causes addressed. Qualitative and quantitative information is used including academic data in line with the school policy, surveys and questionnaires.
- Where necessary, relevant information on students is passed on to the staff of the schools to which students transfer, with an indication as to which support agencies and intervention strategies have been used at Fred Longworth so that continuity of provision can be provided.
- The school works to communicate to all the staff an understanding of the breadth of disabilities that are addressed through the Accessibility Plan and through the school's policy and practice.
- The school regularly reviews the areas of the curriculum and facilities to which disabled students may have limited access and appropriate strategies are in place to meet the learning needs of students in such circumstance. Such strategies include the targeted use of support staff and accommodating classes in other areas of the school.

- Where physical adaptation of the building may be needed the school has made (for example drop kerbs, handrails, disabled toilets and access ramps), and will make in future, reasonable adjustments in line with recommended practice. Any new developments will be fully DDA compliant.
- The school monitors the learning outcomes, attainment and progress of all students.
- Risk assessments are carried out regularly to identify and address potential hazards/risks for all students and for particular individuals.
- Communication of information to students and parents is a clear priority and the particular needs of disabled students are taken into account, for example using a range of fonts, dyslexia friendly paper and communication formats.
- Fred Longworth offers a range of activities and the school reviews such provision to ensure that it meets the needs of all students. The participation of students in such activities is monitored.
- Where external groups are using the school, consultation with them about access and the most appropriate areas of the building to use is carried out in line with our Health and Safety and Lettings policies.
- In response to the continuous review of policy and practice around inclusion the school opened an Inclusion Centre in September 2016. This extends the above provision by providing bespoke packages and support for students who, for a variety of reasons, require extra support in order to be fully included in school life.

The school supports appropriate staff training to meet the needs of all its students including for example INSET on:

Dyslexia;

Behaviour e.g. Physical Intervention and Behaviour Management;

Physical disability e.g. Manual Handling training for staff working with students with physical disability;

Mental health;

Communication for staff working with students with speech and language difficulties;

ASD for staff working with students with Autistic Spectrum

Disorder;

Sensory Impairment for staff working with children and young people with hearing and visual impairment.

3. Views of those consulted during the development of the plan

The school's plans, policies and practice are informed by consultation with students, parents and external organisations and services.

- The school actively seeks the views of students and provides forums through which they can express their views (School Council / Surveys)
- Strategic (staffing etc.) and specific responses to advice and guidance from the specialist services are made.
- There are effective quality assurance systems in place to monitor the quality of service delivery. These include targeted meetings with parents, questionnaires, surveys and self evaluation activities.
- The school works closely with the health services and has strong links with the school nursing service. (Curriculum development, counselling, drop-in sessions, advice on meeting students' learning, social, physical and emotional needs)
- The school organises multi-agency meetings through which lead professionals are identified to support students.
- In consulting with stakeholders we address issues related to communication, the physical environment and staff development.

4. Making it happen

Management, coordination and implementation

- The Governors, Senior Leadership Team and all the staff of the school are committed to meeting the needs of disabled students in line with relevant legislation and our Health and Safety and Accessibility policies
- The Governors take responsibility for agreeing and monitoring the School Accessibility Plan and the relevant school policies.

There will be an annual review of the priorities related to the Accessibility Plan.

- The Headteacher and SLT working with governors will ensure that the School Improvement Plan and the school's self-evaluation document address issues related to access for disabled students arising from self-review.
- The priorities within the professional development planning process (INSET and training) will take into account the DDA and the issues arising from the Accessibility Plan.
- SLT will ensure that when other policies are reviewed/renewed, including Health and Safety, SEND policy and the Inclusion Policy that they are linked to the School Accessibility Plan.
- SLT line managers will monitor departmental responses to the Accessibility Plan.
- The School Improvement Plan (SIP) is updated each year in the Spring Term.
- Each year in the Summer Term the governors approve the SIP and consider the budgetary implications of the plan. Part of this process will be to review the Accessibility Plan and the budgetary implications) of the parts of the School Improvement Plan related to meeting the needs of disabled students.
- The priorities arising from the school review process and the School Accessibility Plan will be reflected in the SEF, which will be reviewed annually by the governors.
- Departmental Plans are reviewed by SLT line managers and governors on an annual basis and again the ways in which departments reflect whole-school priorities related to DDA and to the Accessibility Plan will be monitored.
- Performance outcomes, progress and attainment are monitored by SLT and the progress of cohorts, groups and individual students are monitored. Heads of Department are also responsible for analysing data for the students in their subject in line with the school policy.

5. Getting hold of the school's plan

- The Accessibility Plan will be circulated to all staff and governors and a printed copy will be available for reading at Reception.
- The key parts of the Plan will be linked to the school website.
- The plan will be made available in different formats, including an audio-format and in large print format as and when required.