

Appendix B

ACCESSIBILITY PLAN & EQUALITY OBJECTIVES

Schools are required under the Equality Act 2010 to have an accessibility plan. The Act also creates a Public Sector Equality Duty which has three aims:

- to eliminate unlawful discrimination, harassment and victimisation and other conduct under the Act
- to advance equality of opportunity between people who share a protected characteristic and those who do not
- to foster good relations between people who share a protected characteristic and those who do not

We have considered how well we currently achieve these aims with regard to the protected groups under the Equality Act (race, disability, gender, gender re-assignment, age, pregnancy and maternity, marital status, sexual orientation, religion and belief and sexual orientation). We have also taken into account communication with staff, pupils, parents other members of the local community.

An individual is disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. According to the Special Educational Needs and Disability (SEND) Code of Practice,

- Long-term means a year or more
- Substantial means more than minor or trivial

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Therefore the purpose of the accessibility plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

Objective 1	Actions	Success criteria	Time scale	Monitoring process	Who
To increase levels of inclusivity by reducing the incidences of bullying and mean moments in school.	<ul style="list-style-type: none"> Review Anti-bullying policy to ensure language clarifies bullying behaviours and mean moments. Review the Behaviour Policy to develop clear sanctions for inappropriate behaviour. Annual training provided for Anti-Bullying Ambassadors (ABAs) to act as peer mediators. Raise awareness of the Anti-Bullying policy through Assemblies and Y7 Wellbeing programme. Thought for the Week (TFTW) used to promote positive behaviours and character education programme Provide students with a weekly drop-in session run by ABAs. Ensure recording and reporting systems in place and used 	Reduced incidences or eradication of bullying and mean moments.	Annually	<p>Consult with Key Stage School Committees on attitudes to bullying annually.</p> <p>Annual comparison of log held by pastoral team</p> <p>Audit incidences through biennial parental survey</p>	Leadership Group (LG), Anti- Bullying Lead, Designated Safeguarding Lead, Student Voice Coordinator
Objective 2	Actions	Success criteria	Time scale	Monitoring process	Who
To ensure that educational outcomes for EAL students match similar students	<ul style="list-style-type: none"> Create a set of guidelines to support EAL teaching. Review the intervention that occurs. Ensure appropriate tracking system in place. 	Educational outcomes for EAL students are equivalent to all students	Annually	Reporting of analysis of tracking data.	Heads of Year, Data Co, LG, EAL Lead
Objective 3	Actions	Success criteria	Time scale	Monitoring process	Who
To develop greater awareness of transgender issues	<ul style="list-style-type: none"> Provide staff training to promote greater awareness. Review the gender specific language used in all official internal and external school communications Review curriculum access to ensure appropriateness on an individual basis. Continue to review access to appropriate facilities. 	<p>Staff and Students are more aware of transgender issues.</p> <p>Individual students receive support in line with best practice.</p>	Annually	Reporting of support/adjustments made	Heads of Year, LG

Accessibility Action Plan 2016-21

ACCESS TO THE PHYSICAL ENVIRONMENT				
Targets	Strategies	Timescale	Responsibility	Success criteria
To make reasonable access adjustments for children, staff and visiting adults with a disability	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IHCP 	As appropriate	Learning Support Coordinator	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs. Parents able to access fully all school activities.</p> <p>Accessibility issues do not influence recruitment and retention decisions.</p> <p>Access issues not impacting on staff/students' ability to be part of the school community</p>
	<ul style="list-style-type: none"> • Discuss with parents/carers' their access needs and ensure they are met for all school events e.g. parents evenings and awards 	On-going	Office Manager	
	<ul style="list-style-type: none"> • Ensure that recruitment/retention process deals appropriately with access issues 	On-going	Headteacher, HR Officer	
	<ul style="list-style-type: none"> • The school will take appropriate advice on meeting the needs of individual staff and students in terms of their working environment and put in place support which is considered reasonable 	On-going	Headteacher	
Ensure that all children, staff and visiting adults with a disability can be safely evacuated	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plans for all when required. • Maintain a system to ensure all staff are aware of their responsibilities 	Prior to first day in school after notified of disability	Key Stage Manager, Premises Manager, Office Manager	All people with a disability are safe and confident in the event of evacuation

ACCESS TO THE CURRICULUM				
Targets	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of staff to differentiate the curriculum for students with a disability	<ul style="list-style-type: none"> • Provide training as required for existing staff • Ensure new staff are trained appropriately 	On going	SENDCo	Raised confidence of staff in strategies for differentiation and increased student participation.
Ensure reasonable adjustments are made so that school trips are accessible to all as far as practicable	<ul style="list-style-type: none"> • Develop guidance for staff on making trips accessible 	On-going	SENDCo, EVC	Increased confidence of staff in developing their curriculum area accessibility.

ACCESS TO INFORMATION				
Targets	Strategies	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible	Ask parents/carers about their access needs when their daughter is admitted to school	Annually	Headteacher, Admissions Staff	All parents getting information in format that they can access e.g. tape, large print, Braille. BSL interpreter available when needed
	Review all letters home to check reading age/Plain English	On-going	Headteacher, Office Manager	
	Investigate the production of the newsletter in alternative formats where required e.g. large print, Braille	On-going	Office Manager	
	Ensure that the parents'/carers' access needs are met for presentations/Parents' Evenings	On-going	Office Manager/Head of Year	