Accessibility Plan

October 2016
Bi-annual

Person Responsible: Mrs A Webb
Reviewed by SLT: October 2016
Approved by Students & Standards: 29 November 2016
Ratified by Full Governing Body: 8 March 2017

Tupton Hall School
Aspire • Learn • Achieve

Accessibility Plan

Introduction

Tupton Hall School is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and socially.

The Governing Body recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a combined public authority duty was introduced from April 2011 which covers protected characteristics. These include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex and Sexual Orientation

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 as:

"A person has a disability 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 carry out normal day to day activities".

Key Objective

To reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils and prospective pupils with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy and the operation of the school's SEN policy. The school recognises its duty under the DDA as amended by the SENDA

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the Disability Rights Commissions Code of Practice.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents and child's right to

confidentiality. The school provides all pupils with a broad and balanced curriculum, differentiated and adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Accessibility Plan Elements

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.

2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:

- Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
- Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.

3. Improving the provision of information in a range of formats for disabled students by:

- Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary or annually.

Attached is a set of action points showing how the school will address its priorities.

Linked Policies

This plan will contribute to the review and revision of related school policies

School development plan
Staff training plans
SEND policy
Equal Opportunities policy
Site Management

Identifying Barriers to Access: A Checklist

Section 1: How does Tupton Hall School deliver the curriculum?			
Question	YES	NO	Evidence
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X		A core team of TAs support students with particular disabilities. They are given the necessary training e.g. moving and handling, massage techniques. The Visual Impaired and Hearing Impaired Services assess the school for the needs of individual students and provide guidance and training for staff e.g. use of the microphone for a child with cochlear implants.
Are your classrooms optimally organised for disabled pupils?	X		Some rooms are quite small but teachers use of seating plans, informed by the information on students' needs shared in the Support and Intervention plans, ensure students are seated in the best place for them e.g. student with hearing problem at the front on the side of the room that faces their good ear to the teacher. Some specialist classrooms are set up to cater for students with specific needs e.g. DT Food.
Do lessons provide opportunities for all pupils to achieve?	X		Variety of teaching and learning styles and differentiation allow for students to succeed and show progress in different ways.
Are lessons responsive to pupil diversity?			Feedback from some parents and students has suggested that all students would benefit from being made aware of the nature of conditions students in school have e.g. ASD.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X		Lesson observations show that all of these ways of working are used regularly by teachers of all students.
Are all pupils encouraged to take part in music, drama and physical activities?	X		All students access the full curriculum wherever possible which includes music, drama and PE at KS3 (and can do if they choose these subjects at KS4/5). Adapted equipment is available for them to use. The PE faculty is actively involved in accessing the 'Sports Plus' events that are on offer for students with SEN and disabilities. Events range from basketball, Sportshall athletics, football, cricket, tennis and boccia.
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X		The Support and Intervention booklet gives staff the information they need to differentiate appropriately for

Question	YES	NO	Evidence
			the students they teach. Information is also shared at meetings with teachers of key students to ensure they are aware of how this can be done effectively. Teaching Assistants supporting students in lessons will inform the teacher if a student has struggled with a particular aspect of their work as a result of their condition.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	X		Adapted equipment is available. Additional time and additional support is provided to students in these situations.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of physical education?	X		Adapted equipment is available. Additional time and additional support is provided to students in these situations. There is still the need to develop further the differentiation of work for students with academic needs as opposed to physical needs.
Do you provide access to computer technology appropriate for students with disabilities?	X		Where required students have their own laptops provided by a specialist service such as the Physically / Visually Impaired Service. School laptops are also available for students to use when required. Electronic readers are being introduced for students who need them in public exams.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X		Students have been able to participate in residential trips abroad (and other visits) through the school's commitment to providing TA support to them at these times.
Are there high expectations of all pupils?	X		Aspirational targets are set for all students based upon their academic ability.
Do staff seek to remove all barriers to learning and participation?	X		There is a personalised response to students with additional needs to ensure they are not excluded from any curricular or extra-curricular activities e.g. additional staffing on residential trips, small rooms for exams, alternative PE activities.

Section 2: Is Tupton Hall School designed to meet the needs of all pupils?

Question	YES	NO	Evidence
Does the size and layout of areas – including all academic, sporting, play,	X		Most facilities of this nature are on the ground floor.

	Yes	No	
social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?			There is a lift at both ends of the building to allow access to upstairs rooms. Students who need to use the lift are accompanied.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	X		Wheelchair (or crutch) users are allowed to move between lessons a few minutes early to ensure they can make their way safely along the corridors. A number of disabled toilets are available on the ground floor. A specialist room is available for students who require physiotherapy during the day.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X		Disabled parking is available at the entrance to the school. There is also a path as well as steps down from the main car park. Zebra crossings are located at key crossing points on the school site. Large signage is displayed on both the inside and outside of the buildings. Different internal areas of the school are colour coded.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	X		Disabled students all have an evacuation plan. Some students are not required to evacuate to the same point as the majority of the school but are supervised at a different location less distance from the building.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?		X	The lift has Braille on the buttons inside but to get into the lift it must be opened with a key, therefore, assistance is provided through someone else accompanying students in the lift and/or around the building if their visual impairment makes this necessary.
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		X	The stairs outside the building have a white edge to them to show where the edge of the step is but inside the building the yellow strip on the stairs is not at the edge of the step which could make it difficult for visually impaired students coming down the stairs.
Are areas to which pupils should have access well lit?	X		Good lighting both inside and outside the building. All classrooms and social areas benefit from natural light through at least one wall having windows across the full length of it.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	X		Most rooms are carpeted except for science labs, PE facilities and DT workshops. Ear defenders are available when using noisy equipment in DT.
Is furniture and equipment selected, adjusted and located appropriately?	X		Specialist equipment is provided for students needs e.g.

			stools with a back support for use in science labs, rise and fall desks, writing slopes, pen grips.

Section 3: How does Tupton Hall School deliver materials in other formats?

Question	YES	NO	Evidence
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	X		Info is shared with staff so that they can meet the needs of students who need a particular size font, colour of paper, use a coloured overlay. There is no current need for information in Braille but we do have a member of staff with a little knowledge of this. Electronic readers are being used with some students in exams. An area to develop would be the use of audio resources for these students in lessons in order that they get used to this.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X		The teacher does this with the whole class or the TA working with an individual student will give verbal explanation. Some rooms have audio projection available.
Do you have the facilities such as ICT to produce written information in different formats?	X		Information can be enlarged and printed on a specific colour. When using ICT students are able to adjust font size and colour and background screen to enhance clarity and visibility.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X		Ongoing training is provided according to the needs of the students attending the school at the time.

Improving access to the curriculum of the school — 2016-17

Targets	Actions	Staff	Time	Impact
To ensure all staff who teach students with specific needs are aware of these students, how	SENDCO to provide bespoke training to relevant teachers throughout the academic year. SENDCO to ensure the Support and Intervention information is available	TGO TGO/HoFs	Meeting time	Work will be differentiated appropriately ensuring all students can access the curriculum at a level appropriate to their needs and allowing them to make progress.

their need affects their ability to access the curriculum and what they can do to assist them.	at the start of the year and all staff are reminded of how to access this and of their responsibility to differentiate the curriculum for students.		Ongoing	
Develop use of audio resources to help students who will use electronic readers in exams.	Curriculum managers to liaise with the SENDCO regarding students who need these resources and order and use them where possible and appropriate.	HoFs / TGO		Students will be better able to access the curriculum and will be better prepared for the use of electronic readers in the exams.

Improving access to the physical environment of the school — 2016-17

Targets	Actions	Staff	Time	Impact
To ensure disabled toilets are all fitted with emergency cord pulls.	Visual inspections and maintenance.	Site staff	Ongoing	Facilities required by disabled students and visitors are appropriately maintained.
To install high visibility wrap around strips to staircases.	Discussion with site manager	AJK/SSM	Next PFI meeting	Pathways of travel around the school are safe for all students.

Improving access to written information — 2016-17

Targets	Actions	Staff	Time	Impact
To be prepared to make written material in alternative formats available depending on the needs presented by students/parents.	Check with the LEA, the services they can provide for conversion of written information into alternative formats.	TGO	Term 1 2016/17	Ensuring compliance with the Disability Discrimination Act. Prospective students/parents needs can be catered for.
To review all forms of communication with parents to ensure their needs in accessing information about their child/the school are met.	To record on admission any additional needs of parents, as well as students, that may impact on how they need to receive information from us.	SLT/CRS/TGO/SBU	Summer term and ongoing	Improvement in communication with stakeholders.