



Policy Title	Accessibility Plan		
Status	Statutory	Approved	YES

Foreword

The Board of Governors of Sandhurst School is pleased to publish its revised Accessibility Plan. We believe that it is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is responsible for ensuring the implementation, review and reporting on progress of the Accessibility Action Plan.

In developing the plan, we have been able to identify and record the progress we have made towards achieving disability equality and tackling discrimination and come to a better understanding of the challenges still to be tackled.

We will ensure that this Accessibility Plan is effectively implemented and scrutinised so that we meet the obligations placed upon us by the Disability Discrimination Act. We intend to use it to make real and tangible changes to how we conduct our business that will make a positive difference to the lives of disabled people. Promoting disability equality in Sandhurst School will be a continuous process. It will be undertaken in partnership with the wider community and of course with disabled people themselves. We would like to thank those who have been involved in developing the scheme and we hope that we can continue to work together with disabled people to achieve disability equality in Sandhurst School.

Chair of the Board of Governors

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 to education for disabled students.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The purpose and direction of the school's plan: vision and values

Sandhurst School has high ambitions for its disabled students and expects them to participate and achieve in every aspect of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement.

The school:

- sets suitable learning challenges;
- responds to students' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of students.

We aim to identify and remove barriers to disabled students in every area of school life and to ensure that Sandhurst School makes all children feel welcome irrespective of race, colour, creed or impairment.

Who do we mean by "disabled people"?

The disability discrimination duties are owed to all pupils who are defined by the Disability Discrimination Act 1995 as being disabled and under the planning duties schools and local authorities have a general duty to improve the accessibility of schools for disabled pupils. The DDA defines a disabled person as someone who has ***"a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."***

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ***"substantial"*** means ***"more than minor or trivial"***. ***"Long-term"*** means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the student's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Disability is said to have an adverse effect if it affects one or more of the following:

- mobility
- manual dexterity
- physical coordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech
- hearing
- eyesight (unless brought to functionally useful level by spectacles or lenses)
- memory or ability to concentrate, learn or understand
- perception of risk or physical danger

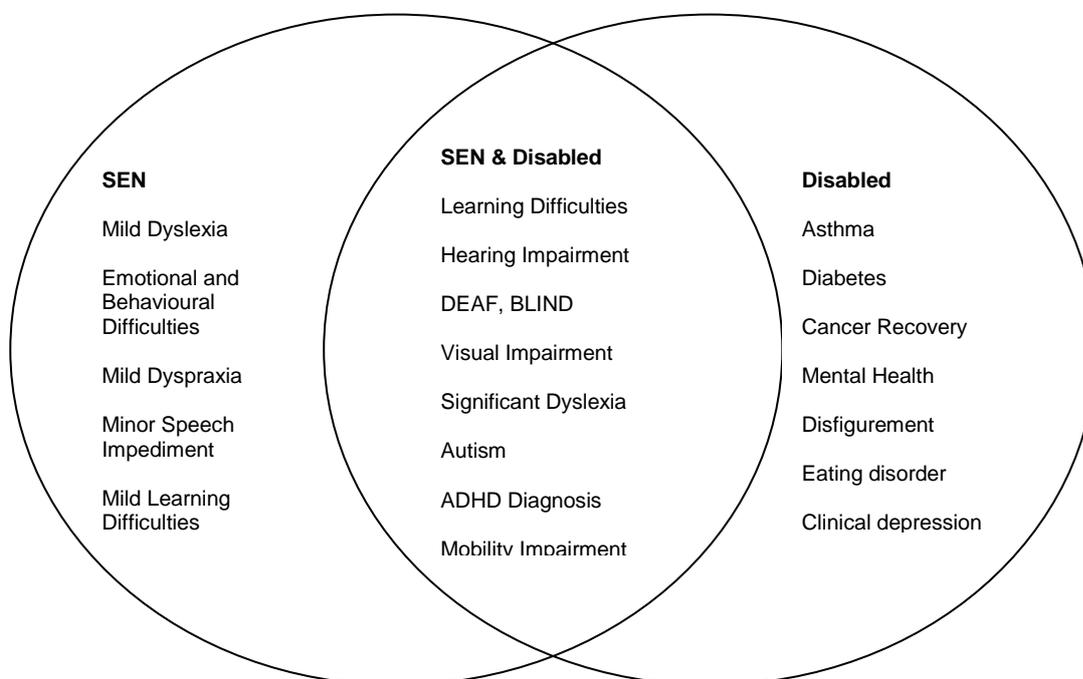
In considering what might constitute a substantial disadvantage, the school has taken account of a number of factors, e.g.

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- the time and effort that might need to be expended by a disabled child
- the inconvenience, indignity or discomfort a disabled child might suffer
- the loss of opportunity or the diminished progress that a disabled child may make in comparison with his or her peers who are not disabled.

Another way of considering whether particular special educational needs are disabling is illustrated in the table below:

	Physical, hearing, vision	Speech, comprehension	Learning	Perception of risk or danger
Autistic Spectrum		✓	Some	✓
Behaviour		Some	Some	✓
Dyslexic-type needs			✓	
Other learning needs		Some	✓	Some
Physical, sensory	✓	Some	Some	Some

Suggested Overlap of SEN and DDA Disability Definition for Young People



Discrimination Disabled People Face

Disabled people are discriminated against in a number of different ways. These include:

- discriminatory attitudes
- a lack of accessible information
- inaccessible environments
- services that have not been designed to take account of the needs of disabled people.

Action To Date

Our Accessibility Policy will take a fundamental step in removing these discriminatory barriers for disabled people in Sandhurst School. The Policy builds on what we have done already to promote equality for disabled people.

For example we have adopted:

- An Accessibility Plan which aims to:
 - ✓ Increase the extent to which disabled students can participate in the school curriculum
 - ✓ Improve the physical environment in Sandhurst School to increase opportunities for disabled students
 - ✓ Ensure that disabled children are provided with information in formats that are accessible for them.

- An Equal Opportunities Policy which aims to:
 - ✓ Identify and remove practices and procedures which may result in direct or indirect discrimination
 - ✓ Provide fair access to key resources and opportunities throughout the school
 - ✓ Ensure that recruitment, employment, promotion and training systems provide equality of access
 - ✓ Secure compliance with all relevant legislation

- A Student Learning Centre which has developed programmes to support students with a range of problems, including :
 - ✓ Those with low self-esteem
 - ✓ School phobics
 - ✓ Bullying victims
 - ✓ Bullies
 - ✓ Those with medical problems, including the long-term sick, invalids and pregnant students
 - ✓ The shy and anxious
 - ✓ Those at risk of exclusion
 - ✓ Behaviour problems

Involvement

In line with our core values of inclusion, partnership and empowerment, Sandhurst School is committed to including the views and opinions of disabled people in all aspects of our Accessibility Policy and Action Plan.

We recognise that we will not be able to identify and prioritise what we do to promote disability equality unless we consider the views of disabled people affected by the Plan. We plan for the involvement to be meaningful and outcome orientated.

In the production of this Plan, the School has consulted with disabled students and their parents through the mechanism of Annual Reviews, in order to ascertain the strengths of our current provision and identify priorities for development. However, we recognise that involvement is a vital and on-going process.

We will continue to involve disabled people to:

- Identify the barriers faced by disabled people
- Set priorities for action plans
- Assess the impact of existing and proposed policies
- Monitor the success of initiatives undertaken
- Review and revise the Scheme.

Our key disabled stakeholders are:

- **Students**

The School Council members will play a key role in the involvement process. They will receive training on the Disability Discrimination Act and the Disability Equality Duty and the barriers that we want to tackle (attitudinal, institutional, environmental, information and communication barriers).

They will have the opportunity to create a series of questions about barriers to learning and participation in school life and use these skills to sample the views of other students. The information that they will gather will be used to further develop, review and evaluate the effectiveness of our Accessibility Policy and Action Plan. We will report back to the students we have involved so that they know what effect their involvement has had.

- **Disabled Staff**

We will also involve our disabled staff, in particular in identifying any barriers in employment opportunities and practices within the school.

- **Other Disabled Adults**

We will gather and analyse the views of the other disabled adults who regularly use our school site.

Impact Assessment

Sandhurst School recognises the importance of assessing the impact of its current policies and practices on disability equality, in order to ensure that they do not have an adverse impact on its disabled stakeholders and to inform future planning.

Sandhurst School therefore regularly monitors the impact of the school's policies. In particular, the Accessibility Policy and Action Plan will be monitored through:

- Consultation with disabled stakeholders, in order that areas for change can be identified
- Analysis of information from data collection relating to disability.

This policy and plan is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, and views expressed by its disabled members, and will be used to drive forward the promotion of disability equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a welcoming and diverse community.

Accessibility Action Plan

Key Objective 1: Deliver a first class service with an inclusive ethos where the curriculum and teaching and learning responds to the needs of individual learners.

Planned Outcome	Actions to Achieve	Success Criteria and Timeframe	Responsibility	How Monitored / Evidence
Disability equality is embedded within teaching and learning	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness and best practice in relation to disabled learners, to reflect diverse needs of students within the school and anticipatory duties. Teachers to reflect identified areas of need in lesson planning and delivery. Departments to include reference to disability equality in schemes of work and departmental policies Lesson observations refer to and report on disability equality 	100% of lessons observed demonstrate differentiation for disabled learners	SCH Subject Leaders All teachers	<ul style="list-style-type: none"> Lesson observation records Analysis of disabled students' achievements in exams
Disability equality is included within Departmental review and evaluation	<ul style="list-style-type: none"> Subject Leaders report on disability equality within their own curriculum area Outcomes of departmental reviews are used to improve departmental practice with regards to disability equality. 	Subject Leaders will be reporting on disability equality alongside other curriculum developments by December 2016	Subject Leaders	<ul style="list-style-type: none"> Minutes and actions from departmental review meetings.
Appropriate support is put in place for all SEND learners.	<ul style="list-style-type: none"> Information relating to disabled students is acted upon in a timely way to ensure support is put in place prior to commencement of a programme of learning. Ensure that all disabled students receive the correct entitlement to exam access arrangements. Provide provision maps for all SEND students 	Support for all disabled learners is in place by half term following enrolment	SCH, UH SENCO	<ul style="list-style-type: none"> SEN record sheets Exam access records

<p>A flexible curriculum provision and alternative accreditation are continuously developed</p>	<ul style="list-style-type: none"> • The behaviour policy is reviewed to make reasonable adjustments for disabled students • Evaluation of current provision • Strategic planning for curriculum development 	<p>Disabled students are able to access tailored versions of the curriculum and gain broader range of qualifications. On going</p>	<p>JSo Subject Leaders SENCO</p>	<ul style="list-style-type: none"> • Curriculum plans
<p>Extra- curricular learning opportunities are fully accessible to disabled students</p>	<ul style="list-style-type: none"> • Organisers of extra-curricular learning opportunities assess activities for accessibility and make reasonable adjustments. • Tutors ensure that disabled students are included in activities undertaken by their group and specifically supported to do so. • Risk assessments include reference to disabled students. 	<p>Increased participation in school life for students with disabilities</p>	<p>All staff EVC</p>	<ul style="list-style-type: none"> • Registers of extra-curricular activities.

Accessibility Action Plan

Key Objective 2: Create a physical environment which enables disabled students to take full advantage of education and associated services

<i>Planned Outcome</i>	<i>Actions to Achieve</i>	<i>Success Criteria and Timeframe</i>	<i>Responsibility</i>	<i>How Monitored / Evidence</i>
Access to the school buildings and site is able to meet diverse student needs	<ul style="list-style-type: none"> • Assess accessibility and clarity of signs around school and make improvements where necessary. • Ensure clear identification of room functions. • Develop links with the outside support agencies to ensure the needs of SEND students are being met. • Assess school site for accessibility and ensure necessary adjustments are made. • Develop evacuation procedures to take full account of the needs of SEND people. 	SEND students are able to fully access the school site. On going	SLT Site controllers	<ul style="list-style-type: none"> • Positive assessments received from outside agencies representing disabled people
Classrooms are optimally organised for SEND students	<ul style="list-style-type: none"> • Identify needs and actions for future improvements. • Teachers to organise resources within classrooms to reflect student need. • Incorporate accessibility into any proposed structural changes. 	Resources are used appropriately for diverse needs of students with disabilities	Site controllers All teachers	<ul style="list-style-type: none"> • Site and Buildings Governors meeting
Student Learning Centre is fully utilised to support the needs of disabled students	<ul style="list-style-type: none"> • SLC staff continue to develop and refine programmes to support disabled students. 	SLC is successfully used to identify and support disabled students.	BL	<ul style="list-style-type: none"> • SLC referral records • IEPs

Accessibility Action Plan

Key Objective 3: Create a positive atmosphere of shared commitment to value diversity and respect difference.

Planned Outcome	Actions to Achieve	Success Criteria and Timeframe	Responsibility	How Monitored / Evidence
All staff receive training in disability equality and strategies to support SEND students	<ul style="list-style-type: none"> • Whole staff INSET • New staff induction programme includes a module on disability equality. 	All staff receive training annually in September	SCH	<ul style="list-style-type: none"> • INSET register • New staff induction programme
Disability equality is regularly discussed and reported on across the school	<ul style="list-style-type: none"> • Disability equality issues to feature regularly on SLT, departmental, PMT and governors' agenda 	Disability equality is carefully monitored and modified where necessary	SLT, HOHs Chair of Govs Subject Leaders	<ul style="list-style-type: none"> • Minutes of meetings and actions
Disabled visitors are supported during their time in the school	<ul style="list-style-type: none"> • Consideration of service to clients during performances, meetings, parent consultation and information evenings in relation to access, seating, lighting, heating etc. 	Each situation is impact assessed and necessary actions put into place by September 2016	SLT Site Controllers	<ul style="list-style-type: none"> • Impact Assessments
Disability equality forms a key part of the PAL / Citizenship curriculum and programme of assemblies	<ul style="list-style-type: none"> • PAL / Citizenship year planner is modified to include modules and resource materials on differential disability awareness • Assembly programme includes focus on disability equality 	Modules included in Key Stages 3 and 4 by September 2016	SCH, CRI	<ul style="list-style-type: none"> • PAL / citizenship planner • Assembly rota

<p>Disability receives a high profile in the curriculum</p> <p>There are no reported incidences of bullying and harassment of disabled people</p>	<ul style="list-style-type: none"> Review current curriculum to ensure students experience positive role models of disabled people Specific reference to disabled people is included within strategies to eliminate bullying and harassment. 	<p>Diversity of curriculum includes positive perceptions of disability</p> <p>By September 2015</p>	<p>Subject Leaders</p> <p>All staff</p>	<ul style="list-style-type: none"> Departmental schemes of work Reports of bullying
<p>Success stories relating to SEND students are promoted</p>	<p>Learner success stories are included in the newsletter and in other promotional materials.</p>	<p>At least one SEND learner success story is included in every newsletter</p>	<p>All staff</p>	<ul style="list-style-type: none"> Newsletters
<p>Newsletters and school documents are available in alternative formats.</p>	<ul style="list-style-type: none"> Develop use of pastel paper for dyslexic students Large print and audio formats as required Homework information sheets available in alternative formats as required 	<p>Disabled students and parents are able to access all school documents.</p> <p>On going</p>	<p>Reprographics dept</p> <p>All staff</p> <p>SENCO</p>	<ul style="list-style-type: none"> School documents
<p>Disabled stakeholders have a "voice" which is heeded.</p>	<ul style="list-style-type: none"> The school council receives training on disability equality The school council to gather and analyse the views of the student body concerning disability equality Disabled students to be represented on the student council Disability issues to be regularly included on the school council's agenda Annual consultation with students / survey of student views 	<p>Students are empowered in decisions about school life.</p> <p>Amendments are made to the accessibility action plan as appropriate</p>	<p>HWH</p>	<ul style="list-style-type: none"> School council surveys School council minutes

Making It Happen

Implementation

The Accessibility Policy and Action Plan represent the school's vision backed up by key actions which will be carried out within the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified timescale for process and review

The Plan will monitor:

- Disabled student attainment
- Effectiveness of reasonable adjustments
- Recruitment, retention and career development of disabled staff
- Admissions of disabled students
- Exclusion of disabled students
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The school's Senior Leadership Team, Governing Body and School Council will monitor this plan termly. The school governing body will present findings annually, to all members of the school community and available in alternative forms of communication which are appropriate to the needs of its disabled members.

Evaluation

There will be internal evaluation of this plan as above, and also with the school improvement partner and OfSTED. Evaluation of this plan will therefore be incorporated into the SEF, as will the data giving information on the number of disabled pupils in the school, and their achievements.

Publication

This document forms part of the school's improvement plan and equal opportunities policy.

Reporting

There will be an annual report on this policy demonstrating:

- progress made
- outcomes achieved
- work in progress
- amendments to the scheme

School Group Responsible:	Deputy Head	Governing Committee Responsible:	Staffing & Student Support
Date Approved by Committee	15-Jan-15 01-Apr-15 FGB 27-Apr-17	Review Date	Annually

If you need further copies of this document, or would like the document in another format, such as enlarged print, Braille, audio tape or another language, please contact:

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