

ACCESSIBILITY PLAN

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 Reviewed: November 2020 (*without change*)
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 Co-ordinator: Andy Fisher

Rationale

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- increase the extent to which students, irrespective of their disability, can participate in the curriculum;
 - improve the physical environment of the school to enable disabled students to take better advantage of the education, benefits, facilities and services provided;
 - Improve the availability of accessible information to disabled students.
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Purpose

Sandwich Technology School aims to treat all of its students fairly and with respect. This involves providing access and opportunities without discrimination of any kind.

The school is committed to providing an environment that enables full curriculum access and values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Implementation (Roles and Responsibilities)

We gather information about any disability or health condition in early communications with parents and carers of students who are new to the school. For parents and carers of students already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Some aspects of extracurricular activities present particular challenges, for example lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments and school trips for students with medical needs; however, all reasonable adjustments are made to support as full an involvement as possible.

Through curriculum planning on an individual needs basis, we aim to provide as inclusive an approach as is practically possible. However, some areas of the curriculum present particular challenges – for example, PE for students with a physical impairment – but all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Different forms of communication are made available as needs are identified to enable all disabled students to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled students, parents and staff as needed.

Action plan

The following action plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim 1

To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability, medical condition or other access needs. Provision may include liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To liaise with local primary schools to prepare for the new intake of students into Year 7 each year.	To identify students who may need adapted or additional provision.	Summer Term annually	Head of Year 7 with transition responsibilities/SEN Team	Provision set in place ready for when the student(s) start school.
To liaise with educational establishments to prepare for the intake of new students who transfer within year.	To identify students who may need adapted or additional provision.	Ongoing as needed	Respective Year Heads/SEN Team	Provision set in place ready for when the student(s) start school.
To review policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	SLT and Governors	All policies clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents.	To ensure collaboration and information sharing between school and families.	Ongoing	Year Teams/ Teaching Staff/SEN Team	Clear collaborative working approaches through regular meetings, risk assessment reviews, family meetings, provision reviews and action planning.
To establish and maintain close liaison with outside agencies for students with additional needs.	To ensure collaboration between all key personnel.	Ongoing	SENCo	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning.
To include students with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision.	Create personalised risk assessments and access plans for individual students. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Provide extra staff who are specifically trained.	Ongoing	SENCo/Teaching Staff/Visits Coordinator	Evidence that appropriate considerations and reasonable adjustments have been made.

Aim 2

To improve the physical environment of the school to increase the extent to which students, irrespective of their disability, medical condition or other access needs, can access education and associated services.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
Improve the physical school Environment.	The school will take account of the needs of students with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	School Business Manager/ Site Engineer and Governors	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for students with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual students. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Ongoing	SENCo/Teaching Staff/Site Engineer/School Business Manager	As full as possible inclusion for all students. Safe evacuation in an emergency.

Aim 3

Improve the delivery of information to students, staff, parents/carers and other members of the school community.

Targets	Strategies	Timescales	Responsibilities	Success Criteria
To enable improved access to written information for students, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Ongoing	SENCo and SEN Team/Teaching Staff/Office Team.	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	Ongoing	All staff as appropriate to the need.	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their child in his or her education.

Links to other policies/documents

Educational visits guidance
Equality policy and objectives
Governors' Delegation of Functions (Function 80)
Health and safety policy
Special educational needs (SEN) and disability policy
Supporting students with medical conditions