



## **Shebbear College**

### **WHOLE SCHOOL - ACCESSIBILITY ACCESS PLAN**

**November 2016 to November 2019**

#### **1.1 INTRODUCTION**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This was reinforced by Schedule 10 of the 2010 Equality Act. Since September 2002, the Governing Body has had three key duties towards disabled pupils, staff and visitors under Part 4 of the DDA:

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

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

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

## **1.2 BACKGROUND**

### **Definition of Disability**

The DDA describes a disability as a physical or mental impairment which has a substantial and long-term adverse affect upon the ability to carry out normal day to day activities. Impairments include sensory impairments such as those affecting sight or hearing, communication disorders and learning difficulties. People who have a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well recognised are included. Many of the children who have Statements of Special Educational Needs fall within the terms of the DDA and the definition also includes other children who do not have statements.

### **Shebbear College Vision and Values**

Shebbear College endeavours to ensure that all its pupils and potential pupils who meet the schools' academic entrance criteria are able to derive benefit from the full academic and extra curricular programme of the school.

Staff should seek to create an educational partnership with pupils and their parents. They should support all pupils in their learning, and endeavour to remove any barriers to that learning as well as to avoid anything that could deprive or exclude a pupil from an activity.

This accessibility plan applies equally to pupils, staff and any visitors to our campus. A culture of inclusion should pervade how we operate in all aspects of college life.

## **Main priorities in the school plan**

### **2.1 Increasing the extent to which disabled pupils can participate in the school curriculum:**

<b>Improvement</b>	<b>Supporting</b>	<b>Action</b>	<b>Time</b>	<b>Outcome</b>
Continuous improvement of teaching facilities, both in and out of the classroom.	Disabled access to curriculum and school activities.	As necessary for particular activity. Appropriate chairs/desks/doors Wifi Access. Use of laptops.	Continuous Review	A culture of inclusion and access.
Greater and more targeted use of Teaching Assistants	All pupils	Inset provision from Senco. Guidelines produced for teaching staff	Annual Review	Appointments & employment as required
Review of Disability policy	All Pupils	Policy review and updated	Annual Review	Policy up to date
Examination Access arrangements - improving physical environment	All students unable to sit Exams in regular exam rooms	DHM (ac),and Examination officer plus Senco to review provision and make recommendations.	Continuous Review	Appropriate access for all pupils, as well as appropriate location, furnishings and support.
Extending language opportunities to EAL pupils	EAL students	Review of provision.	Annual Review	Annual curriculum review to identify improvements. Latin/German/Spanish/French & Cantonese
Improve identification of pupils with barriers to learning within the school	Pupils with Specific needs	Consult with SENCO, Head of Year, Form Teachers to gain accurate assessments and feedback on individual pupils	Annual Review	Ongoing :2016 - 19 Staff to be aware of specific barriers to learning for individual pupils via IEPs.
Disability equality included in the PSHE curriculum	All Pupils	Include in delivery of PSHE	Annual Review	Pupils to have a clear understanding of disability issues
Develop a range of learning resources that are accessible for pupils with different abilities.	Pupils with specific learning needs	Heads of Department to review resources in their curriculum areas in conjunction with SENCO	Annual Review	Pupils with disabilities to have increased access to appropriate curriculum materials for their needs.

**2.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take best advantage of education and associated services:**

<b>Improvement</b>	<b>Supporting</b>	<b>Action</b>	<b>Time</b>	<b>Outcome</b>
Continue to ensure all fire procedures take account of the needs of anybody with disabilities.	All those on campus with a disability of any nature.	Bursar; DHM (ac); School Heads;; SENCO and H&S Coordinator to ensure all procedures remain appropriate. RA's to ensure the needs of the disabled have been identified.	Annually in August. Within the Fire Risk Assessment review.	A recognised set of procedures for anybody on campus with any disability that support fire-safety and evacuation as appropriate.
School site, especially school entry points, corridors and teaching areas.	All those on the campus with access challenges.	During any campus developments, ensure that all aspects which could impact on a disabled person are appropriately acted upon.  Lifts, wide staircases, handrail provision.	Ongoing.	Developments have better access designed in.  Lifts provide in Assembly Hall; new Sixth For & Music Dept.
Ensure where possible and reasonable that the physically disabled can best access school life.	All those on campus with a disability of any nature.	Improve their general experience. i.e location of whiteboards; door handles; safety signs; colour schemes; acoustics, lighting; signage etc.	Ongoing.  Developments have better provision designed in.	All individuals on our campus are included.
Ensure there are adequate toilet and changing room	All those on the campus with a disability of any nature.	Remain aware of this requirement.	Ongoing.  Continue to ensure that new facilities	The School provide appropriate facilities for the

facilities suitable for the disabled.			support those with disabilities.	needs of disabled pupils
Increased provision of ramps and wide doors.	All those on the campus with access challenges	Provision made to all new development and refurbishments	Ongoing	Increased access to school facilities
Specified disabled parking outside main school and main carpark.	All those on the campus with access challenges	Bursar and Head of Maintenance to review	Autumn 2016	Space provided for disabled parking

<b>Improvement</b>	<b>Supporting</b>	<b>Action</b>	<b>Time</b>	<b>Outcome</b>
Make information more accessible to those with disabilities	All those with disabilities	SENCO to advise the most appropriate method of delivering information particular to pupils e.g. those with Asperger syndrome; autism, dyslexia; visually impaired or with impaired hearing. Or any other identifiable disability.	Ongoing and in response to any specific needs	Pupils, staff or parents with disabilities have greater access to information. The school is able to respond quickly to requests for information in alternative formats
Make information available to parents of pupils with a disability or parents with a disability themselves.	Parental knowledge of their child's progress and attainment. Academic and social.	School to discuss with parents their preferred method of receiving information about their children.	Ongoing and in response to specific requests.	Parents have greater access to information about their children

**2.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**