

Accessibility Plan

This plan has been formulated in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA) It uses the guidance from the Accessible Schools, Planning to increase access to schools for disabled pupils (DfES 07/02).

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA) and under the Equality Act 2010 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 Objectives

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

Arrangements for the admission of students with disabilities

Northallerton School & Sixth Form College works in close partnership with the Local Authority (North Yorkshire County Council) with regard to all students with learning difficulties. Arrangements for the admission of students with disabilities who have an Education and Health Care Plan (EHCP) will be supported throughout their time at the school and college through the Learning Support Base and Special Educational Needs Coordinator (SENCo).

For other students with a disability, in addition to information provided by the primary schools, parents are also asked to give details of any special need regarding their child which is then followed through by the SENCo. Northallerton School & Sixth Form College has made a number of modifications to the school buildings to accommodate students with particular needs, and keeps provision under regular review.

Details of steps to prevent disabled students being treated less favourably than other students

The school's and college's Accessibility Plan sets out the Governors' response to the Equality Act 2010 which states that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.” Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all students.

Accessibility Plan 2018-2021

Context

The Accessibility Plan is the Governing Body's response to the requirements of the Equality Act 2010 which requires that a student should not be treated less favourably for a reason related to a disability.

Currency

The plan is intended to be current for the years **2018-2021**. The plan will be reviewed on a regular basis by the Principal and key staff and revised as necessary then approved by the Governing Body.

Definition

The legislation defines disability as physical, sensory, intellectual or mental impairment. Discrimination means treating students less favourably than others without justification.

Aims and Objectives

Curriculum

The aim is to increase the extent to which students with disabilities can participate in the school curriculum. To ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all students have access to an excellent education, both academic and social and the aims outlined in our prospectus apply to all students equally.

Physical Environment

The aim is to improve the physical environment of the school site so as to increase the extent to which disabled students are able to take advantage of the education provided. To ensure that, as far as is reasonably practicable, the needs of students with disabilities are met in terms of the physical environment of the school site.

Information

To ensure that written and other communications with students take into account the needs of those with disabilities. To ensure that the school is aware of the local and LA services provided and to ensure information is available in alternative formats when required or requested.

Implementation

General

- All staff will have access to the Accessibility Plan.

Curriculum

- The SENCo will inform staff on a regular basis of their roles and responsibilities in all curriculum areas.

- Access will be enhanced by the effective deployment of Teaching Assistants and by deploying specific care in individual cases.
- Regular meetings will be held with Learning Support staff to discuss their work with students with disabilities.
- Continuing Professional Development activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and skills of staff.
- Advice will be provided to staff by the Learning Support Team to ensure that, as far as is reasonably practicable, students with disabilities have access to all practical, expressive and physical activities.
- Advice will be provided to staff by the Learning Support Team on suitable classroom layouts to accommodate the needs of disabled students.
- Staff will take into account mobility difficulties in the movement of students into, out of and around school.
- As far as is reasonably practicable, all students will have the opportunity to participate in activities and educational visits irrespective of disability.

Physical Environment

- The buildings provide access for students with disabilities.
- Emergency evacuation procedures will be in place to provide 1:1 supervision of students with disabilities.
- Transport to off-site facilities and for educational visits caters for students with disabilities.
- Disabled toilet facilities are available.

Information

- Staff will be provided with training to enable them to use routines and systems developed to assist students with disabilities.

Existing facilities to assist access to the school by students with disabilities

The school's buildings are fitted with appropriate doors and lifts (wherever possible) which are suitable for wheelchairs and other mobility aids which provide access to students with physical disabilities. This provision is kept under review and is taken into account in any building refurbishment planning where disability access is considered as a priority.

This Accessibility Plan is subject to review every three years.

Policy Review Dates

Review Date	Changes Made	Responsibility	Date approved by Governors
September 2015	Y	GMo	28/09/2015
September 2016	Y	RMi	

September 2017		RMi	
September 2018	Y	JSh	
September 2019		JSh	
September 2020	Y	JSh	

Signed:..... (Chair of Governors)

Date:

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Priority Area	Short Term	Outcome	Medium Term	Outcome	Long Term	Outcome
Staff Training (inc. accessibility of information)						
Increase confidence of all staff in differentiating the curriculum	Arrange CPD sessions to address different needs-See CPD Calendar-weekly meetings had in departments/faculties, Whole school CPD arranged every 6 weeks with different focuses, staff evaluation forms completed to see where additional training is needed taken every 6-8 weeks.	Staff gain more knowledge and strategies of how to work with different needs and how to cater for them in an all-inclusive environment. Staff confidence improves in relation to different needs.	From staff evaluations and discussions target the needs that are most prevalent in our school community and arrange further access to specialists e.g. C&I service, EMS, county advisor for SEND etc.	Target CPD and training needs for the next 3 years using staff feedback as guidance.	Aim to have classrooms that are ASD, VI, HI, Dyslexia friendly-over next 3 years.	Students with differing needs can access the curriculum in a user friendly way.
Evacuation Training	Organise a training session in March 2019	6 members of staff trained initially to aid in disabled evacuation from school building	Arrange more training for additional staff so all departments have at least one trained member of staff – by July 2021	Confidence to lead or take over an evacuation should the need arise.		
Improve the delivery of written communication to students	Ensure any specific colours are applied or avoided in relation to paper/whiteboards/pen colour used for all to access- daily	Students access everyday learning without a barrier.	Check VI students' needs are met by accessing VI specialist services – 3-6 monthly checks depending on nature of conditions.	Update student passports after reports received and disseminate information to staff.	Every year once all students tested check reading and spelling ages of students and then look at how to make your subject accessible. Daily	Apply readability resource to any written text to check age, apply strategies given to aid students access the learning e.g. check font sizes and colours needed for VI students.

Review all communication to parents/carers to ensure it is accessible.	Make communication clear, straight forward and legible. Think about using Arial or Comic Sans font and a minimum of size 12. Every communication to parents/carers	Key points are given in a way that all can comprehend.	Consider how VI, HI impaired parents/carers or students can access forms of communication.	Have links on website to braille, hearing loops if phone communication, sign language specialists if face to face communication. In classroom use different technology that does not compromise privacy, draw attention to any differences.	Consider accessing translators for both parents and students if new to the country-as required	Allows clear communication and strategies to help in the classroom.
Teaching & Learning (inc. access to curriculum)						
Quality First Teaching	All staff suitably qualified and additional training provided to keep up to date with new developments. Qualifications checked on employment, training on a 3-6 week cycle.	Staff have the knowledge to create stimulating and engaging learning experiences for all.	Differentiation to meet all needs is at the forefront of all planning-regular planning checks every 6 weeks as part of the QA calendar.	All students are engaged and actively involved in their learning. Barriers to learning reduced or demolished. Access provided for all.	Encompass regular walk through, drop ins, work scrutiny, student voice and observations in the quality assurance calendar-work on a revolving 6-week programme. Look into team teaching and coaching sessions to enable staff to share good practice and build confidence in new techniques.	Empower staff to improve the learning experience and help students identify the type of learner they are and how they can build on their learning to enable them to achieve their true potential.
Use ICT software to support learning	Install all relevant subject specific software- updates provided regularly via computer, licenses renewed yearly, new software published at different	Students keep up to date with an ever evolving technological society.	Train all staff in the use of 'Read, Write' by July 2021. Start with TA's by July 2019. Then target key subjects by December 2020.	Students get to use software as 'normal way of working' if have as part of exam access, other students get to hear	Look into the use of chromebooks or equivalent for all students. Trial October 2018 for targeted year	Students have instant access to internet, computer to aid writing for students who have

	intervals depending on the package.			what their work sounds like when drafting and redrafting work.	groups, look to roll out (Finance dependent) by July 2021 to all.	conditions that affect their hands
All educational visits to be accessible to all.	Staff complete county training. Sessions run every 6 weeks – check Evolve system. EVC runs sessions on policy and procedure changes as required.	All staff know what to do, how to plan, risk assess and manage groups. School procedure aids county systems.	Build up strong ties with different venues to widen the students learning experiences- yearly or more frequently.	Students feel confident in and out of the classroom.		
School Estate-minor capital expense						
Improve internal and external access for Visually impaired students and visitors	Renew yellow strip mark step edges-every 3-6 months depending on wear and tear. Check door handles are suitable contrast to door colour-check every 3-6 months. Replace faulty projector bulbs as warning appears/clarity fails – as required. Check all signage is accessible to VI	VI students and visitors can access all areas of school without assistance and are comfortable in the environment. Signs need replacing as required and font size and colour contrast needs taken into account. Temporary signs need to be on suitable resource that will last and clearly visible to all. As required.	Check monthly and renew blinds in classrooms and other areas as required	VI students and visitors can see the boards clearly and have the right light contrast to work effectively	Look at longer term solutions to blinds e.g. tinted windows, films-ongoing	Find cost effective means that reduce the money needed for blind replacements/repair costs.
Renew broken pavement slabs	Weekly checks in areas covered by pavement slabs-replace as required.	Easy access for all.	Target set areas of school that have paving slabs every half term.	More in-depth maintenance can be achieved e.g. re	Look at alternatives to paving slabs that	Create an environment that is suitable for

				sanding and grouting to provide a more stable surface.	will survive heavy wear and tear from footfall and weather. This will have significant cost implications and needs to be looked at during strategic times of the year.	everyone from wheelchair users to everyday walkers.
School Estate – major capital expense						
Installing more disabled toilet facilities and changing areas	Ensure current facilities are accessible to all and keys etc. easily located at reception and information provided to students/staff/visitors as to how to access them during the day. Daily.	All areas have the equipment needed for different needs-basics lowered sink, toilet, basin. If wet area accessible shower area, if changing area for severe disabilities changing couch that is adjustable.	Ensure keys are in areas with facilities and staff, visitors and students in those areas know where they are to avoid keys being misplaced etc.	Easy access to facilities for all.	Have a disabled changing/toilet facility per block in school	This is the ideal and is cost dependent and space dependent – an ongoing project.
Enable access to all upstairs venues on the school site	Whilst this is being looked into ensure students with mobility issues can access their classes-those students with known issues timetable will be set annually and reviewed every half term for any class changes.	Easy access to subjects.	Arrange alternative accommodation for classes if students/visitors have new mobility issues-daily checks particularly if a recent injury.	Change classroom to accommodate the area of need.	Install a lift in H block, A block and science block that will provide access to all upstairs areas of school.	This option is cost dependent and on the wish list rather than a necessity.

This accessibility plan and the outcomes will be evaluated every three years with interim discussions annually, to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

Signed by

_____ SEN Governor Date: _____

_____ Head of School Date: _____

_____ SENCO Date: _____