

SCHOOL THREE YEAR ACCESSIBILITY PLAN

Last review: October 2021; Next review: October 2024

**School Accessibility Plan**

**Three Year period covered by the Plan:** October 2021 – October 2024

**Introduction**

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

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

This plan sets out the proposals 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 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.

# Starting Points

* 1. **The purpose and direction of the school’s plan: vision and values**

1. This Accessibility Plan has been drawn up in consultation with the Headmaster and Governors of the school and covers the period from October 2021 – October 2023.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are also committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. Glebe House School plans, over time, to increase the accessibility provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
   * Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
   * Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers provision of specialist **aids** and **equipment**, which may assist these pupils in accessing the curriculum.
   * Improve the delivery of **written information** to pupils, staff and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should, where appropriate and necessary, be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
   * Curriculum Policy
   * Equal Opportunities Policy
   * Health and Safety Policy
   * Special Educational Needs Policy
   * Behaviour Policy
   * School Development Plan
   * School Aims and Objectives
7. The Action Plan for physical accessibility relates to the Site Audits of the school which are undertaken by the Head of Maintenance, Headmaster, Head of Service Support and the Head of Governors. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will be rolled forward into subsequent plans. The audit will need to be revisited prior to the end of the three- year plan period in order to inform the development of the new Plan for the following period.
8. As curriculum policies are reviewed we will ensure that:
   * A section related to access may be added on Equality and Diversity;
   * The School Prospectus will make reference to the Accessibility Plan;
   * The School’s Complaints Procedure covers the Accessibility Plan;
   * Information about our Accessibility Plan will be published in reports to the where appropriate
   * The Plan will be monitored by the Head of Service Support and the Head of Maintenance
   * The Plan will be monitored by ISI as part of their inspection cycle.
   * The plan will be submitted to the Welfare Sub Committee

# Information Gathering

The collection of information is crucial to supporting Glebe House School in making decisions about what actions would best improved opportunities and outcomes for disabled pupils, staff and parents. The information will also subsequently help us to review our performance. Information will be detailed enough to enable us to measure the delivery on disability equality, to assess the impact of the changes we have made and to help us to identify which of our proprieties have been achieved.

Identifying disabled pupils, staff, parents and other users of the school is key to the development of the Plan.

# Involvement of disabled pupils, staff, parents and other users of the school

The school will consider and plan to involve disabled pupils, staff, parents and other users of the school. The school will continue to take into account the preferred means of communication for those with whom they are consulting. We will ensure that we will involve a range of people and hear a range of views. The views of the disabled pupils, staff, parents and other users of the school will be used to set priorities.

# The Main Priorities of the School’s Plan

* 1. **Setting Priorities**

The priorities for the Disability Equality Scheme action plan will be set in the light of:

* + - An examination of the information that the school has gathered; and
    - The messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Some of the priorities identified will themselves be about:

* + - Improving information;
    - Improving the involvement of disabled pupils, staff and parents.

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

The following priority actions are to be introduced to increase pupil participation in the curriculum:

* + - Review of current curriculum and establish inclusivity;
    - Address any areas of deficit and take appropriate action.

# Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

* + - There are currently no disabled pupils who require assistance.

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

The following priority actions are to be introduced to provide information for pupils:

* + - Material produced to be modified/adapted by teachers to accommodate a range of learning needs.

# Making It Happen

* 1. **Implementation**

The scheme will be supported by detailed action plans and incorporated into the School development Plan, with oversight of the Governors so that progress can be checked.

# Publication

We will provide a copy for anyone asking for it in a range of formats, subject to suitable notice being given.

**GLEBE HOUSE SCHOOL ACCESSIBILITY PLAN 2021– 2024**

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| **A. Gathering Information** | | | | |
| **Target** | **Strategies to implement 2021**  **- 2022** | **Strategies to implement 2022 -**  **2023** | **Strategies to implement 2023**  **- 2024** | **Responsible person** |
| To maintain the monitoring system to support pupils with a special educational need or disability | Maintain register of SEND children  - ongoing | Maintain register of SEND children -  ongoing | Maintain register of SEND children  - ongoing | SENDCO |
| Monitor patterns  of attendance - monthly | Monitor patterns of attendance - monthly | Monitor patterns  of attendance - monthly | SLT/HOSS |
| Monitor participation in offsite activities and residential visits - annual | Monitor participation in offsite activities and residential visits - annual | Monitor participation in offsite activities and residential visits - annual | SENDCO/Form Tutors |
| Record pupil  achievements - ongoing | Record pupil  achievements - ongoing | Record pupil  achievements - ongoing | Heads of House |
| To ensure the needs and aspirations of groups of users  are met and understood | Invite parents and pupils to contribute to community conversation | Invite parents and pupils to contribute to the plan - annually | Invite parents and pupils to contribute to plan - annualy | SENDCO |
| **B. Improving access to the curriculum** | | | | |
| To ensure that Glebe House School develops children’s awareness of disability and learning difficulties | Review PHSEE curriculum to ensure understanding of learning difficulties and disability is taught effectively eg Dyslexia, Dyspraxia and  ADHD |  |  | Head of PHSEE |
|  | Provide opportunities for pupils to engage with visitors who have a variety of educational and physical needs eg speakers to the school  assemblies/themed events |  | Head of PHSEE |
|  |  | Review provision in other  curriculum areas eg PE/Art/ Music | Subject leaders/Form  tutors/Head of PHSEE |
| Review clubs timetable |  |  | HOSS |

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|  | includes a wide variety of extra curricular activities suitable for all ages and  abilities |  |  |  |
| Ensure staff are sufficiently trained and are able to identify and cope with disabilities such as dyslexia, ADHD, diabetes and other health problems |  | Undertake an audit of staff training requirements to ensure that teachers and TAs are able to  identify and support SEND pupils |  | SLT/SENDCO |
|  |  | Review training required and implement where necessary to ensure that teachers and TAs are familiar with appropriate technology to best assist and support SEND  pupils | SLT/SENDCO |
| Ensure that teaching staff create learning and resource lessons that are inclusive for all  needs | Interactive white boards/ paper resources to have cream backgrounds to decrease visual  stress | Pictorial signage within school to support pupils with dyslexia – majority of pupils in school with special educational  needs are dyslexic | To consider applying for Dyslexia Friendly School status | Teachers/SENDCO |
| Ensure that all staff can differentiate the curriculum and are aware of SEND resources, including  extending the most able | Review planning folders each term | Review planning folders each term and have SENDco lesson observations focussed on differentiation | Review planning folders each term SENDco and have lesson observations focussed on differentiation | SLT/Deputy Head/SENDCo |
| **C. Improving access to information** | | | | |

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|  | ongoing |  | ongoing |  |
|  | Review all current school publications (brochures/newsletters and other forms of information) and promote the availability in different format for those who  require it |  | SLT/School Office |
|  |  | Ensure that planned parent app caters for those with visual impairment e.g. enlarged font size and audio  version | School Office/Marketing |
| To increase support for parents/carers of SEND pupils |  | Parents/carers invited to termly Support Plan meetings with SENDCO - ongoing | Parents/carers invited to IAP meetings with SENDCO -  ongoing | SENDCO |
|  | Review and publish appropriate SEND guidance and documentation on the  school website (SEND Report and Policy) |  | SENDCO |
|  | Review and update the Glebe Pupil Planner to explicitly welcome  pupils with SEND |  | SENDCO/Deputy Head |
| **D. Improving access to the physical environment** | | | | |
| To provide appropriate access to all users | Seek information on the needs of users and pupils  - ongoing | Seek information on the needs of users and pupils - ongoing | Seek information on the needs of users and pupils  - ongoing | SENDCO |
| Disabled space available in the school car park. | Review access to school buildings to  ensure it is user friendly |  | HOSS/Head of Maintenance |
|  | Train and share manual handling risk assessment |  |  | HOSS/Head of Maintenance |

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| To maintain a safe and stimulating environment for all users | with all staff |  |  |  |
| Review all health and safety policies and share with all staff in staff  meeting |  |  | Head of Maintenance/HOSS |
|  |  | To provide a sensory space to support social and emotional  needs of the pupils | SENDCO/HOSS |
| Provide Health and Safety training - ongoing | Provide Health and Safety training - ongoing | Provide Health and Safety training - ongoing | School Business Manager |
| To ensure all SEND adults are considered equally with  others for posts in the school |  | Review application procedure and modify as necessary |  | School Business Manager/HOSS/SLT/HR |
| To improve signage within the school |  | Visual timetable displayed in every classroom - termly | Visual timetable displayed in every classroom  - termly | Form Tutors/Deputy Head |

Policy written by: Headmaster

Next review date - 2024