

The Stanway School Accessibility Policy and Plan

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Introduction

On 1 October 2010, The Equality Act replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools.

The Act makes it unlawful to discriminate against, harass, or victimise a student or potential student in relation to:

- Admissions;
- The way we provide education for students;
- The way we provide students access to any benefit, facility or service;
- By excluding any student or subjecting them to any other detriment.

The protected characteristics are:

- sex;
- race;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity;

There is still a requirement to have an accessibility plan outlining how we intend to improve access for disabled students to the physical environment, the curriculum and written information.

The Equality Act applies to all schools in England and Wales. (Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination regulations 2005). Furthermore, our schools are required to draw up equality objectives under the Specific Duties Regulations 2011 so that we meet the general aims of the Public Sector Equality Duty. This Accessibility Plan is reviewed every three years.

Disability Discrimination Act

The disability provisions in the Equality Act mainly replicate those in the former Disability Discrimination Act (DDA). There are some minor differences as follows:

- the definition of disability is less restrictive;
- direct discrimination can no longer be defended as justified;
- failure to make a reasonable adjustment can no longer be defended as justified;
- from September 2012, we are under a duty to make available auxiliary aids and services as reasonable adjustments, where these are not being supplied through a Statement of Special Educational Needs or from other sources.

Disability

The Act defines disability:

“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.”

Some specific conditions such as multiple sclerosis, cancer or HIV are considered as disabilities regardless of their effect.

Long term is defined as lasting, or likely to last, for at least twelve months.-

Reasonable Adjustments

1. We aim to ensure that nothing we do as a school places a disabled student at a disadvantage compared to other students. However, where we have to do so, we make sure that we take reasonable steps to try and avoid that disadvantage.
2. When it is reasonable to do so, we provide auxiliary aids or services for a disabled student, when such an aid would alleviate any substantial disadvantage that the student faces compared to other non-disabled students.
3. Where an auxiliary aid is not provided under the SEN system (i.e. via an EHC Plan) there should be no assumption that it must be provided as a reasonable adjustment. Any decision would be taken on the basis of the facts of an individual case, including cost implications.
4. There is no legal definition of auxiliary aids. We interpret this to mean any or all of the following: helpful; providing support or assistance; and that these can be things or persons which help. We include hearing loops, adaptive keyboards, and special software.
5. Our SEND policy defines what provision we make available including reasonable adjustments in our schools. We will consider what is reasonable in the context of our school, given the circumstances of each individual case.
6. Where the auxiliary aid has a benefit to the rest of the child's life outside of school, it would be unreasonable for our schools to make such provision; e.g. hearing aids.
7. We consider that effective and practicable adjustments for disabled students will involve little or no cost or disruption, and will therefore be considered as reasonable. Where substantial adaptations are required which are not contained within our three year accessibility plan, we reserve the right to deem these as unreasonable.
8. It is our aim to ensure that disabled students play as full a part as possible in school life and our accessibility plan and reasonable adjustments help support that aim. Where any adjustment would have a detrimental effect on other students, we would not consider it to be reasonable. For example, if a PE field trip were planned to involve climbing and a wheelchair user could not take part, we would carefully consider how the disabled student could participate viably, but we would not cancel the trip because to do so would be detrimental to other students.

Principles

Compliance with the Acts are consistent with the School's aims and Governors and Staff will have regard for its aims and above objectives when carrying out their duties.

1. The Schools will therefore endeavour not to treat those people with a disability less favourably; and take reasonable steps to avoid placing them at a substantial disadvantage because of their disability.
2. Reflect the anticipated and actual needs of the School's community in its broadest definition and the needs will be ascertained through discussion with the School's SENCO.
3. The Schools recognise that people with a disability, parents of disabled students and voluntary organisations working with the disabled will have knowledge and experience that can help inform the School's actions.
4. The Schools will continue to seek the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals.
5. The Schools will annually prepare an Accessibility Plan and The Disability Equality policy. This relates to the existing strategic planning process and therefore is linked into the following plans and policies:

SEN Policy
Equal Opportunities Policy
Disability Equality Duty

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

The Stanway large friendly Secondary School based in North East Essex, which is responsive to each individual and offers a wide and full curriculum to all children.

Physical access has been improved in many areas of the school and subjects continue to make the curriculum and its assessment accessible for all students. The Learning Support Department provides provision for students with all needs. The Pastoral Team monitors the pastoral needs and academic achievement of all students. All these developments are closely monitored by the Governing Body.

The aim of this policy is to set out the commitment of the Governing Body of The Stanway School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all students, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. The schools provide teaching which meets National Curriculum and other statutory requirements. The school has regard to the SEN Code of Practice (2015) when meeting students Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Statements of Educational Need or Education, Health and Care Plan is made for those students who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all students in the same way; rather it involves taking account of students' varied life experiences and needs in order for them to have the same opportunities.

The aims and values of our school are inclusive, they reflect and inform our ethos and are embedded in the life of the school community.

The Stanway School has high ambitions for all its students; we expect students with disabilities to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to students diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of students.

The Stanway School promotes the individuality of all our children, irrespective of differences such as ethnicity, attainment, age, disability, gender, sexual orientation, background or any other difference. We want all our children to feel welcome; we celebrate differences between them. We want to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. This means that equality of opportunity must be a reality for our children.

Information from student data and school audit

Students with all needs are supported by the Learning Support Department. The SEN register details students with specific needs and Student Passports are shared with teaching staff.

Since the completion of the new school building a number of accessibility works were completed enabling the admittance of a wider range of students with specific mobility needs. Lifts are located in each main teaching building enabling all students to access teaching rooms.

We offer a varied curriculum for all students. Vocational options and links are included at both Key Stage Three and Four. Subjects continue to explore teaching and learning strategies.

Views of those consulted during the development of the plan

Articles 12 and 13 UN Convention of the Rights of the Child:

“Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters effecting them.”

At The Stanway School, we fully acknowledge and respect this principle. As a result, the following plan has been written following consultation with students, staff and governors and takes into account their views and aspirations. Furthermore, we collect information from Primary settings, so that we are prepared for children when they arrive in school, and liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

Increasing the extent to which disabled students can participate in the school curriculum (Teaching and Learning)

TARGET	ACTIONS
<p>Highlight opportunities to teaching staff about including disabilities within the curriculum and improve understanding of students with disabilities</p> <p>To continue to ensure all students have greater access to the curriculum</p>	<p>PSHE review. Learning Support to continue to maintain SEN register and student passports detailing individual needs. Regular training for LSAs and Teaching Staff.</p> <p>SENCO to provide intervention programs for specific groups SEND is inclusive across the school SENCO to regularly monitor performance SENCO and other members of the School Leadership Team to support departments in providing a challenging curriculum for all students A variety of interventions to be deployed to support the progress of students underachieving in the vulnerable groups.</p>
<p>Teachers to review their classrooms and remove barriers</p>	<p>Staff Briefing, Staff Teaching and Staff Handbook</p>
<p>Continue to introduce personalised learning which helps meet the individual's needs</p>	<p>Learning Walks, Teaching and Learning working group, CPD and Scheme of Work reviews</p>
<p>Lessons should incorporate visual, auditory and kinaesthetic principles and be amended for individual students</p>	<p>One Plan Reviews, Student Passports, Teaching and Learning working group, CPD, Lesson Observations, Learning/Climate Walks, Coaching and Mentoring program</p>
<p>Circulate reasonable adjustment in classroom checklist</p>	<p>Appendix A – Accessibility Policy, Staff Handbook and Staff Teaching</p>
<p>Ensure Differentiated Homework</p>	<p>Ongoing teacher responsibility</p>
<p>Provide Opportunities to consider disability awareness during PSHE</p>	<p>PSHE / Enrichment Days</p>
<p>Consider strategies for managing the increasing behavioural / emotional challenges.</p>	<p>Behaviour policy has a restorative focus Well-being support can be accessed via triage</p> <p>Ongoing teacher responsibility</p>

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Improving the physical environment of the school to increase the extent to which disabled students and members of the community can take advantage of education and associated services:

TARGET	ACTIONS
To continue to make the external environment safer for those with visual impairment	To continually update markings
To ensure the external environment remains safe for those with physical difficulties	To monitor, and change if necessary, the condition of flat surfaces around the school to allow for wheelchair access
Ensure Personal Emergency Evacuation Plans are complete when needed for students with a disability	PEEPs to be completed when necessary and reviews annually.
Investigate alarms and systems for individuals and review fire procedure	Fire drills, involving visual warning alarms

Improving the delivery to disabled students and adults of information that is provided in writing for students who are not disabled. Improving communication between school, students, parents and carers

TARGET	ACTIONS
Publicise the availability of key documents in alternative formats	Messages in Staff Briefing and school newsletter published on website
Annual reviews for students with SEN are as accessible as possible	One-Plan meetings, annual review paperwork and student passports to be child friendly and personalised taking into account fully the views of students and parents. Reviews to be conducted termly.
Ensure all policies reflect Accessibility	Accessibility Plan used when reviewing all policies

Improving the provision for all stakeholders associated with the organisation

TARGET	ACTIONS
Staff recruitment information and procedures to reflect and communicate the school's inclusive ethos	Ensure school policies reflect this
Review Learning Support register	Ongoing

Continue to gather information from Primary schools and liaise with post-16 institutions so that preparation time for transition is adequate

Learning Support / Pastoral Team

Appendix A

Reasonable adjustments in the classroom: a checklist

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p>1. Pre-planning information.</p> <ul style="list-style-type: none"> ● Have you been given information on the nature and degree of impairment and the access needs of the disabled students in the class? ● Have you been shown or do you know how these disabled students access needs and personal care needs will be met in the class? ● If you don't know how the disabled students' needs will/can be met, seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals. 	
<p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none"> ● one to one peer support ● collaborative teaming ● group work ● valuing difference of race, gender, ethnicity, disability or religion ● How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? 	
<p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none"> - timing, - variation of activities, - types of activities [concrete/abstract], - reinforcement of key ideas, - extension work - recall of previous work, - links to future work, - clear instructions. ● Will the content of the lesson engage all students from the beginning? Will there be sufficient variation in activities and pace to engage all? ● Are you able to access specially adapted equipment for some students to enable them to participate fully? ● If not, can an alternative way be found? ● Will the diversified and differentiated work allow all students to experience success at their optimum level? 	
<p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> ● Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? ● Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing? 	

<ul style="list-style-type: none"> • Kinaesthetic e.g. use movement, role play, artefacts, use the environment 	
<p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc. are they accessible to all? • Appropriate use of augmented communication and ICT 	
<p>6. Self presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? 	
<p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the students are gaining from this? • If you are using withdrawal, how are the groups organised? 	
<p>8. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for students with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare - visually impaired e.g. maximise residual sight, if touch can reach - students with challenging behaviour e.g. in adult gaze; at front for eye contact - students with short attention span/easily distracted, e.g.: sit on own - learning difficulties who need a lot of support, e.g.: next to peer supporter - short attention span, e.g.: distraction free zone • What seating plans are you using and why? • Will seating plans make use of peer support and how? 	
<p>9. How will you organise and group students in lessons?</p> <ul style="list-style-type: none"> • Friendship groupings? • Mixed sex/same sex groupings? • Mixed ability/same ability groupings? • Specific pairs of students working together, e.g.: stronger reader/weaker reader? 	
<p>10. How will you deal with unexpected incidents? Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> • the allocation of teacher and support staff time; • being listened to/ paid attention to; • being respected; • achieving; • interacting with their peers. 	
<p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> • Do you have a scheme for assessing the achievements of all? • Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation? • How will you involve students in assessing their progress? 	

