

Accessibility Plan September 2017

FOR REVIEW: JULY 2018



Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled students', issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995: "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 of the Accessibility Plan

- to increase the extent to which disabled students can participate in the school curriculum;
- to improve the physical environment of Crestwood Community School to increase the extent to which disabled students, staff and visitors can take advantage of education and associated services;
- to improve communication to students and parents

Principles

- Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the DDA (as amended by the SEN and Disability Act 2001)
- Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled students less favourably
- To take reasonable steps to avoid putting disabled students at a substantial disadvantage
- To publish an Accessibility Plan
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- These principles should be incorporated into all relevant school policies (listed below) and the *SEN Information Report*.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum, the setting of suitable learning challenges, responding to students' diverse learning needs and consulting with appropriate support agencies and thus reducing potential barriers to learning and assessment for individuals and groups of students.

Activity

This section outlines the main activities which Crestwood undertakes, and is planning to undertake, to achieve the key objectives (above).

- **Increasing the extent to which disabled students can participate in the school curriculum**

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning for a more inclusive curriculum;
- Changes to teaching and learning arrangements;
- Classroom organisation;
- Deployment of auxiliary aids and personnel;
- Information and training for staff.

- **Improving the physical environment of the school**

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Visual improvement
- Signs
- Improvements in the acoustic environment
- Furniture
- Disabled toilets/showers
- Ramps
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings (DfE Guidance 'Accessible Schools')

Provision of Information

The school will make itself aware of local services, via the Local Offer, including those provided through the LA for providing information in alternative formats when required or requested.

Provision of learning resources

The school will maximise the fair use of access arrangements for exams and, as far as resources allow, establish these as the 'normal ways of working' for students.

Related Crestwood Policies

This Plan will contribute to the review and revision of related school policies e.g.

- School Development Plan
- Staff Development Plan
- SEN Information Report
- Teaching and Learning Policy
- Curriculum Policy
- Health & Safety Policy

Crestwood Accessibility Plan Summary: 2017

Objective & Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
<p>Increasing the extent to which disabled students can participate in the school curriculum.</p> <p>Regular review of curriculum to ensure maximised accessibility</p> <p>High expectations of all students</p> <p>Information and training for staff by SEND staff.</p> <p>Professional development of Classroom Support Assistants to maximise learning enhancements.</p> <p>Utilisation of the High Quality Inclusive Teaching initiative in the quality assurance of the learning experience of students with disabilities.</p> <p>Introduction of specialist courses for staff specialising in sensory and physical difficulties.</p> <p>Targeted students intervention to address specific needs.</p> <p>School SENCo oversight of grouping arrangements to ensure the effective support of targeted students.</p> <p>Classroom organisation strategies to meet initial access needs</p> <p>Range of Learning and Teaching strategies facilitated by ICT and other auxiliary aids and personnel.</p> <p>The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools').</p>	<p>On going</p> <p>Ongoing</p>	<p>Sustained high achievement for students with disabilities</p> <p>Fewer disaffected and under-achieving students.</p> <p>Students achieve target grades/levels.</p> <p>Classrooms optimally organised for disabled students.</p> <p>Class seating plans in all subjects.</p> <p>Students achieving their termly targets grades.</p> <p>School placement is appropriate.</p> <p>Removal of barriers to learning and participation.</p>	<p>Interim SLT Review in January 2018</p> <p>Full SLT Review in June 2018</p>
<p>Improving the physical environment of the school</p> <p>Further improvements to signage across both campuses for readability</p> <p>Contrast markings (paint) on all steps (look also at external step nosings)</p> <p>Parking spaces (two disabled parking spaces provided at each campus), particularly as part of parking improvements on the Cherbourg campus.</p> <p>External hard surfaces (loose and broken paving slabs repaired as soon as they are reported –</p>	<p>October 2017</p> <p>November 2017</p> <p>January 2018</p>	<p>Improved direction around site.</p> <p>Annual painting of steps with anti-slip traffic paint</p> <p>Accessible parking on both campuses.</p> <p>Safer and easier access for students, staff and visitors around the school site.</p> <p>Trip hazards are minimised.</p>	<p>Site Audit in January 2018 to inform SLT Interim Review</p>

<p>skilled staff employed to carry out Health and Safety repairs on a daily basis).</p> <p>A lower reception desk on the Cherbourg campus to allow wheelchair access.</p> <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools'.</p>	<p>Sept 2017</p> <p>Ongoing</p>	<p>Visitors to the still feel welcomed.</p>	<p>(as above)</p>
<p>Provision of Information</p> <p>Annual review of SEN Information Report to ensure parent-friendly language and accurate summary of school provision.</p> <p>Signposting of parents to Hampshire Local Offer website.</p> <p>Cascading of local authority guidance to parents.</p> <p>Investigation of other accessible support agencies for parents as required.</p> <p>Prepare appropriate advice for disabled visitors, available in both reception areas.</p>	<p>Sept 2017</p> <p>Ongoing</p> <p>January 2018</p>	<p>Parents feel confident they can understand the provision available the school.</p> <p>Parents utilise external sources of support.</p> <p>Support accessed by families is maximised.</p>	<p>Governors review (Autumn 2017)</p> <p>Feedback collected on an ongoing basis</p>
<p>Provision of Learning Resources</p> <p>Staff training in effective coordination of Access Arrangements</p> <p>Information to teaching staff on roles and responsibilities for Access Arrangements</p> <p>Investment in ICT facilities.</p> <p>Publication of an updated Classroom Strategies toolkit to guide staff on methods to overcome barriers to learning.</p> <p>Publication of Student Profiles where required to give specific strategies for individual students.</p> <p>Investment in adaptive materials as required by personal support plans.</p> <p>Monitoring of learning resources provided by the Hampshire Specialist Teacher Advisory Service.</p>	<p>Dec 2017</p> <p>Sept 2017</p> <p>Ongoing</p> <p>Sept 2017</p> <p>Sept 2017</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Expert staff coordinating Access Arrangements have fully briefed staff on their responsibilities.</p> <p>ICT facilities can meet the needs of targeted students.</p> <p>Teaching staff feel able to meet the learning needs of students with SEND.</p> <p>Students have reduced barriers to learning as a result of adaptive aids.</p>	<p>Review of Year 11 Mocks (Dec 2018)</p> <p>Quality Assurance Calendar activities</p> <p>STAS reviews.</p>