



Derbyshire County Council

**Aldercar High School**

# **DISABILITY, EQUALITY SCHEME AND ACCESSIBILITY PLAN**

**JUNE 2022**

# **Aldercar High School Accessibility Plan**

## **Introduction**

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

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

**This plan sets out the proposals of the Governing Body of the School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:**

- ❑ increasing the extent to which disabled students can participate in the school curriculum;**
- ❑ improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;**
- ❑ improving the delivery to disabled students of information which is provided in writing for students 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.**

## **1A: The purpose and direction of the School's plan: vision and values**

### **Visions and Values:**

- has high ambitions for its disabled students and expects them to participate, achieve and be fully included in every aspect of School life.
- is committed to Equal Opportunities and is driven by the National Curriculum Inclusion Statement 2014

The School learning challenges are:

- to respond to students' diverse needs
- to welcome potential barriers to learning and assessment for individuals and groups of students.
- will take every measure to increase access to the Curriculum for disabled students and make adaptations/changes where reasonably possible.
- aims to identify and remove barriers to disabled students in every area of school life, including access to education and associated services.
- will continue to make improvements to the physical environment.
- endeavours to ensure that disabled students have full access to a formal curriculum to meet their individual needs, but also have access to extra curricular activities that make up a school day and beyond, including school trips and recreational activities.
- undertakes to continuously review by constant monitoring and evaluation the total provision for students based on their individual needs.
- will ensure that staff are fully involved and committed to planning, review and implementation of the provision for the Equality Act 2010
- will provide professional development to ensure that the vision and values underpinning the School's plans for disabled students is debated with all School staff so that they will have a sense of ownership of it. The staff will receive training of the three key duties towards disabled students in the Equality Act 2010. Every member of staff will be aware of the need to remove the barriers to learning for disabled students.

### ***The Schools' Inclusion Statement is:-***

**To make every child feel included and that they belong. To enable each child to feel that they can progress, achieve, be successful, have something to contribute and therefore feel that they can engage in lifelong learning. Each child can take maximum responsibility for their own learning and that all adults involved with that child believes that this is possible.**

(Based on Dr John Visser)

NASEN

2000.

## **1B: Information from student data and school audit**

The National Indices of deprivation (IMD) data consistently shows that the catchment area from which the School draws the majority of its students has high levels of deprivation. The School has a consistently high percentage of students on the Code of Practice – always well above the National average.

Documentation showing relevant information on students identified with SEN is regularly updated and provided to all staff.

Information on students with Special Educational Needs and Disabilities is identified on our Management Information System which is accessible by all staff. This allows teachers to identify the students with SEND in their teaching groups and apply appropriate strategies to meet their additional needs.

### **School Building**

The School undertakes audits of the site on a regular basis, coordinating with the Business Manager, LA officials, LA advisors, students, parents and all staff. The new buildings ~~are~~ were designed with the full consultation of the PI,VI and HI advisory service coordinated by the Local Authority and their architects and building teams.

### **Enhanced Resource Facility**

#### **Physically Impaired Students**

Within the building known as Aldercar 2 the School has an 'Enhanced Resource' facility for students with Physical disabilities.

This includes the following adaptations:

- creation of a Base-classroom equipped with specially adapted equipment including rise and fall tables,
- automated doors,
- computer stations,
- an 'independence kitchen'.
- disabled toilet facilities including hoist
- classroom doors wide enough for wheelchair access
- access walk ways
- Improved external lighting

A similar, smaller facility has been included and installed within the new post 16 Phoenix Centre.

#### **Hearing Impaired students**

Serving both the main building and the Phoenix Centre, the School has an 'Enhanced Resource' facility for students who are Deaf/Hearing Impaired

The following adaptations have been made to meet their needs:

- sound field systems in individual classrooms in each curriculum area,
- carpeting and curtains to improve the acoustics in these classrooms.
- A soundfield system in the assembly hall
- A loop system at the School reception desk
- A fire alarm which is both a sound signal and flashing-light signal system

### **Advice from Other Professionals and Outside Agencies**

Regular meetings take place with PI, VI and HI Advisory Teachers to discuss existing students and their changing needs. e.g. larger electric wheel chairs can present difficulties for students and their support staff to access the lifts.

Health Professionals including Paediatricians, Physiotherapist, Occupational Therapist and Audiologists are also consulted regarding access to the building. They have assisted with the present audit of the School buildings.

### **Consultation with Primary Schools**

The School liaises closely with the 'feeder' schools regarding the intake for future years and the SENCo and specialist teachers attend the Annual Reviews of students when they are in Y5/6

The School also consults with the Advisory Teachers of PI, VI and HI regarding potential students attending the School in order that early intervention and planning can be incorporated into the School's accessibility plan.

The School is informed by the LA regarding trends in school populations which provides for longer term planning.

### **Audit of the School's strengths and weakness**

This is outlined in detail in the School Improvement Plan and Self Evaluation Form

### **Training of Staff**

The School places a priority on training for staff to meet its commitment for inclusive education. Specialist Teaching Staff and Senior Management receive specific information from the Local Authority, and the Equality Act 2010 regarding the Public sector Equality Duty. Staff are aware of the need to identify in their curriculum areas the aspects of work or approaches that need to be addressed in order to provide equal opportunities for the Disabled students but not at the expense of other students' or staff's health and safety. All staff can access documentation regarding the Equality Act 2010 and the statutory requirements they must follow.

### **Attendance and Exclusions**

A working group regularly monitors attendance and exclusions, so that early intervention and planning can be incorporated. The relevant school policies clearly outline the procedures followed to provide support for all students.

The School rigorously follows the Local Authorities Code of Procedure regarding the exclusions of students with Education, Health and Care Plans.

The SENCo always attend the Permanent Exclusion meetings if the student has a Special Educational Need and are on the Code of Practice.

### **Medical Needs**

Close liaison with key medical personnel takes place in order to optimise the student's participation in the curriculum and the life of the School- eg rest periods, physiotherapy treatments, post operative treatments, tube-feeding and use of catheters. A large number of staff are continuously trained to meet the changing student needs which includes epilepsy training, and Diabetic Training.

### **Admission to the School**

The School follows the Local Authority and Government statutory guidance.

### **The Participation of Disabled students in different aspects of the life of the school**

The School maximises the opportunities and the extent to which students with varying disabilities are able to access different aspects of life of the school at all times.

### **The impact of School Policies on Inclusion**

The following Policies demonstrate clearly the extent to which the School acknowledges the importance of disabled students in the organisation.

- Equal Opportunities Policy
- SEN Policy and Information Report
- Child Protection and safeguarding Policy
- Anti-Bullying Policy
- Behaviour Policy including Climate for Learning
- Health & Safety Policy
- Medical Support of Students Policy
- SEND Intimate Care Policy

## **CURRICULUM ACCESS**

Staff are provided with detailed information through our Management Information System on students with Special Educational Needs ~~on~~ with regards to their medical conditions, learning difficulty and levels of attainment as well as suggested approaches and materials. Students on the SEND Code of Practice have individual Pupil Profiles with individual targets which will be reviewed with students regularly. Parents are given copies and are provided with opportunities to discuss targets or approaches with specialist staff.

### **Ways in which Information is currently provided for disabled students**

A wide range of approaches and mechanical aids are used to ensure that written information is presented in an appropriate form for the disabled students in school.

#### **For Deaf/Hearing Impaired students the following approaches are uses:-**

BSL/Signed Supported English by a Teacher of the Deaf and Communication Support Workers

#### **For Visually Impaired Students**

Enlarged text

Use of the VI library Service,

#### **For students with Learning Difficulties**

Larger font used

Work sheets carefully planned to aid understanding and completion of task.

Lessons in simple word processing and Touch typing

Designated areas in the Learning Support Base for Special Needs students to access the internet and appropriate computer programmes to aid learning. Homework and notes to Parents can be recorded in Home/ School Diary with the assistance of TAs.

### **Access to Examinations**

The School follows the statutory guidance with regard to Access Arrangements for all examinations:

Students who are on the Code of Practice for moderate learning difficulties, dyslexia, ASD, physical and sensory disabilities are automatically assessed for relevant access arrangements. Assessments are carried out by a specialist teacher.

### **The Priorities currently set in other plans**

The Headteacher is responsible for ensuring the Disability Discrimination Act is applied in all aspects of school life and priorities are identified and addressed.

### **Outcomes for disabled students :**

There is a detailed analysis of outcome data, including exams, accredited learning and end-of-key stage outcomes, using 4 Matrix and SIMS on-line analysis tool and working alongside the on-line reporting system and internal tracking of progress in subject areas.

- Deaf/Hearing Impaired students are assessed at least once a year with regard to language and communication development. Progress is reported in the annual review of their statements.

### **An analysis of outcome of data: exams, accredited learning and end-of-Key Stage outcomes**

1. Appropriate courses have been incorporated into the learning programmes for the students with disabilities.
2. The students and their parents have opportunities to discuss appropriate option choices for their KS4 studies, in order to access courses that will optimise their learning,

Specialist Teaching staff are able to monitor closely on a daily basis the students' access to the curriculum and their contributions around the school. Teaching Assistants and Communication Support Workers record how well students are able to access the lessons and their achievements.

### **Achievements in Extra-Curricular Activities**

Achievements in extra-curricular activities=

Drama, British Sign Language, Swimming, Sports Leaders Award, House Competitions, Residential trips each year, PE activities in the Borough.

## **1C: Views of those consulted during the development of the plan**

### **STUDENTS' OPINIONS**

At the onset a questionnaire was produced to inform the group of the students opinions and aspirations. These included students with Hearing, Physical and Visual Impairments.

### **PARENTAL OPINIONS**

- Views are regularly sought regarding the provision of support and access for their child with a disability. These are carried out during the Annual Review meetings for Statemented students, when the parents are presented with details of the provision made by the school, in the AR6 –school report to parents. The Parents can pass their opinions on how pleased they are with their child's progress and provision of appropriate resources and staffing expertise to meet their needs.
- Parents with disabilities have agreed to comment on accessibility for their child and themselves at the School.
- Specialist staff meet regularly with Parents at Parents' Evenings. Opportunities are provided in a more informal environment, Parents of Students on the Code of Practice are invited to phone or visit the school at every opportunity. Parents can ask the school to help seek the advice of Professionals who work with the school, including Medical personnel-Community Paediatrician, School Nurse, Physiotherapist, Occupational Therapist : Local Authority Education Officer, Derbyshire Information Advice and support service (DIASS), and Careers guidance ; as well as the Specialist Teaching and Support staff to discuss any concerns or issues.
- Any parents visiting the school with a disability have access to the lifts with key made available via reception. They can be escorted to the necessary meeting room. If that is not convenient then the meeting is usually scheduled for Meeting room 1, which has ground floor access close to reception. There is also a large disabled toilet facility a short distance away. Designated Parking facilities are in close proximity to the Reception area. A loop system installed in the School's Reception for parents with a hearing impairment.

### **ACCESS FOR DISABLED VISITORS AND THEIR OPINIONS**

- See above

### **VOLUNTARY ORGANISATIONS**



- We are very keen to involve voluntary organisations in the life of the school. We try to engage the services of disabled sports instructors to work with disabled whenever possible and able bodied students and also to train staff in appropriate techniques, we provide activities and seek advice on equipment.

### **PRIORITIES SET BY THE LOCAL EDUCATION AUTHORITY**

- The Lead SEND Officer regularly liaises with the SENCo and Specialist Teaching staff regarding the provision for SEN and Disabled students.
- The Advisory Services for Physical Impairment, Vision Impairment and Hearing Impairment, regularly meet with staff to advise on appropriate resources, techniques, curriculum access and have also been involved in the Audit of schools' facilities for Disabled students.

## **2. The main priorities in the School's plan**

### **2A: Increasing the extent to which disabled students can participate in the school curriculum**

The School will focus over the next three years to ensure that the:-

- Where appropriate partner schools will be consulted so that expertise and experience can be shared. The SENCo and the Teacher of the Deaf, regularly meet with colleagues from other schools to discuss SEN and Disability access and share experiences and expertise. We already actively support the training needs of Teaching Assistants in the local Secondary Schools supporting PI students.
- We extensively network with other professionals in Health and Education; such as Educational Psychologist and Paediatricians in order to maximise the potential of the students with disabilities-physically and educationally. Multi-Professional meetings are held on a regular basis to meet the needs of the more complex students. SEN meetings are held with Professionals in order to prioritise the cases and to look at appropriate ways forward. The SENCo also meets with the and School Nurse to raise concerns about the students with medical conditions
- The Specialist Teachers and TAs regularly meet and work alongside or discuss appropriate cases with the Advisory Teachers. Advice regarding the Annual Review Reports is also sought and new target set in consultation with them. When appropriate, Advisory Teachers work with class teachers to advise and support them with their teaching of students with disabilities.
- TAs receive regular training and updates from the County Moving and Handling Advisors. Specialist Teachers and Teaching Assistants have received training from the County Health and Safety Advisor regarding evacuation procedures in the advent of a fire. In order to ensure all staff are alert to this, regular fire practises take place. All Teaching Assistants and Learning Support Teachers undertake practise once a term with the EVAC chairs.
- The Support staff are carefully deployed, particularly within Key Stage 4 to be focused in particular curriculum areas, in order that they have a full knowledge

of the curriculum and are able to build up a bank of appropriate resources and develop techniques and strategies to use with the students.

- The school is investigating the possibility of a therapy dog

## **2B: Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:**

Students who need respite are given reduced timetables and opportunities to work in the Learning Support base when and where appropriate.

## **2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled:**

- As the numbers of students with disabilities and special educational needs continues to change the presentation of written information is constantly re-evaluated and redesigned in order to address the needs of individual students. This includes worksheets, Powerpoint and work in individual computer workspaces.
- The school maintains the Sound Field systems, repairing and replacing components as the need arises.
- Some Teaching Assistants have received training on a specialist course for Vision Impairment. This has equipped them with the appropriate skills to ensure written materials are enlarged as necessary and plan with the class teacher so that appropriate materials can be obtained in advance. They also ensure that the students are using their VI aids to aid their access to the written materials e.g. dome magnifiers, monocular, sloping desk top. In the Library there is also a Close Circuit which gives the students excellent access to very small print materials e.g. Census Returns or complex scientific drawings.
- Appropriate examination concessions are requested in order to optimise the students' access to school, module and external examinations in line with statutory requirements.
- Exam reader pens have been purchased for students to use in exams

## **2D: Curriculum delivery:**

### **KS5**

In Key Stage 5 every child receives a comprehensive array of careers education, guidance and support. Our inclusive approach enables each child to access the best opportunities and achieve success in a friendly and vibrant learning environment. We look forward to playing a key role in the development of our students by providing a rich and exciting range of enjoyable activities. This will allow them to make more informed choices about their future, ensuring they make a successful transition to employment with training or further and higher education.

Every child has the support of a dedicated Form Tutor and Head of House who will reinforce the school's commitment to excellence and at the same time, allow them to develop their career management skills, culminating in individual action planning. Each year group has a unique programme of study tailored to their particular needs, encouraging them to become more independent and enlightened individuals who are aware of factors affecting their future economic wellbeing. Students will experience high quality teaching and learning, including opportunities to work closely with our community partners. We will enhance their knowledge and improve their personal skills to prepare them for life in the 21<sup>st</sup> century.

In the specialist post-16 provision, students have the opportunity to access the following courses:

- Functional Skills in English, Maths and ICT
- BTEC Home Cooking- Level 1 and Level 2
- ASDAN
- Option of following a GCSE in their subject/s

#### **KS4**

Functional Skills tests in ICT, English and Mathematics are available for those students whose disabilities prevent them from accessing traditional GCSE courses. The school assesses the needs of students on an individual basis with regards to their GCSE options.

#### **KS3**

The Them and Us PHSE scheme provides the basis for all personal development throughout Key Stages 3 and 4.

## **3: Making it happen**

### **3A: Management, Coordination and Implementation**

#### **The planning process**

A member of the Governing Body is identified as the Special Needs Governor and has responsibility for overseeing the school's accessibility plan. They liaise regularly with the SENCo on any Special Needs issues. The Policy committee meets regularly to update all policies.

#### **The Review and Revision of the Plan**

The Plan will be reviewed by all staff, managed by the Head Teacher, Deputy Head Teacher, and SENCo in line with the School monitoring and evaluation procedures. All departments will consider this when writing their improvement plans and their SEF and will, consequently, identify success criteria which to meet the Equality Act 2010. Thus all staff will contribute to the evaluation of the Accessibility Plan. The Inclusion department has procedures in place to collate information from students, staff, outside agencies and parents which will provide data for reviewing purposes.

Evidence will include; departmental SEFs, School Improvement Plan, Premises and site audits, schemes of work, feedback sheets from students, parents and staff. examination data, usage of specialist facilities, audit of new facilities and equipment, attendance data, access to curricular activities, access to extra-curricular activities, reports from outside agencies,

#### Other legislation

- The Accessibility Plan is written with the aim of meeting the needs of the students with SEND. Any changes to the SEND legislation will impact upon disabled students and therefore will need to be addressed and included in the Accessibility Plan.
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- The Public sector Equality Duty as defined in the Equality Act 2010

#### Other policies and plans

Policy Priorities for developing access for Disabled students will take into account other policies. These include the following policies and documents: -

School Improvement Plan  
CPD  
SEN Policy and Information Report  
Asset Management Plan  
Health and Safety Policies

The Co-ordination of the Plan will also take place in consultation with other agencies, so that it is in line with their strategies.

We will include: -

- the Local Authorities' Accessibility Strategy
- Social Services views and procedures
- The Health Agencies' responses to meeting the needs of disabled students in the school will need to be included in the review.

#### Implementation

- The Head Teacher has lead responsibility of the Plan.
- The SENCO under the leadership of the Head Teacher will ensure that all elements of the plan are being undertaken.
- The Staff in the Inclusion department will undertake their roles as outlined in their Job description.
- Key personnel will liaise with all staff of the School to ensure the full implementation of the plan.
- The Plan will set out a clear timetable to ensure a thorough review and evaluation process.
- The Business Manager will ensure that the plan informs of priorities in terms of funding. This will ensure that the necessary resources, human and financial are identified in the review. They will need to ensure that the school meets the requirements to resource the plan and are able to identify the source of

funding, for example: school development grant; Schools Access Initiative; devolved capital budget; and delegated budget.

- The plan will identify clear outcomes and performance criteria.
- The review mechanism will identify clear timescales.

### **3B: Getting hold of the school's plan**

**The school makes its Accessibility Plan available in the following ways: -**

- The plan will be available on the School website with all other policies.
- The School will offer to go through the plan with any parents and students who have difficulty accessing this information for whatever reason.
- The plan is available in full or a condensed version.
- The plan will be readable considering the need for jargon/acronyms; typeface/font size; how easy it is to find your way around.

### **4: Aldercar High School's responsibilities as an employer**

The School's Accessibility Plan extends to employees who become disabled and to the recruitment of disabled people.

- Recruitment - by encouraging applications from disabled people and ensuring that the short-listing and interview process gives them equal opportunity.
- The working environment - by taking all reasonable steps to ensure that the working environment does not prevent suitably qualified disabled people from taking up or staying in employment with us.
- Career development - by ensuring that disabled people have the same opportunity as other staff to develop their full potential within the School.
- Retention of newly disabled staff - by ensuring that any employee who becomes disabled is fully supported in maintaining a role appropriate to his or her experience and abilities if a role is available.
- Staff training - by making staff throughout the School more aware of the circumstances of disabled people.