

THE ASTLEY COOPER SCHOOL



ACCESSIBILITY PLAN

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Astley Cooper School is committed to providing a fully accessible learning environment and curriculum; striving towards the removal of all barriers to learning to allow all students to achieve their potential. We value all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, and are consequently committed to challenging any negative attitudes about disability and accessibility. In dispelling negative attitudes we are focused on developing a culture of awareness, tolerance and inclusion.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Mental impairment includes sensory impairments, such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. It also includes "hidden" impairments such as: Dyslexia; Autism; Speech and Language Needs; ADHD.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The 2005 Disability Discrimination Act states that the Governing Body has three main duties towards disabled staff and students:

- 1 – Not to treat disabled staff and students less favourably for a reason related to their disability;
- 2 – To make reasonable adjustments for disabled staff and students, so that they are not at a substantial disadvantage;
- 3 – To plan to increase access to education for disabled students

Aims of The Astley Cooper School

Over time, The Astley Cooper School aims to maximise the accessibility to provisions for all students, staff and visitors. This Accessibility Plan includes actions that will:

- 1 – Improve the accessibility of the physical environment, developing specialist facilities as necessary. These improvements encompass alterations made to the physical environment and physical aids needed to maximise access to the curriculum.

2 – Increase access to the curriculum for all students with a disability. This will involve the expansion and alteration of the curriculum to reflect the needs of individual students, thus ensuring students with a disability are supported in reaching their potential, leaving school as well-rounded individuals who are prepared for life beyond school. Access to the curriculum refers to teaching and learning in the classroom and also extra curricular activities, including school visits. Access to specialist aids and equipment is also required.

3 – Improve the delivery of written information to students, staff, parents and visitors with disabilities, such as hand-outs, timetables, textbooks and school information. The information should be made available in various formats to increase accessibility within a reasonable time frame.

The above actions are detailed in the attached Action Plans. These plans will be reviewed and adjusted on an annual basis. New Action Plans will be drawn up every three years.

As a school, we recognise the need to raise awareness of accessibility, providing training for staff and governors in matters of disability discrimination. This Plan should be read in conjunction with the school's other relevant policies. This Plan is covered by the school's complaints procedure and will be published on the school website.

Action Plan Priorities

Aim	Actions
To improve the physical environment in order to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.	- Actions to be taken in relation to the needs of individuals.
To increase the accessibility of the curriculum for disabled students.	<ul style="list-style-type: none"> - Developing the accessibility of the curriculum via adaptation of resources as necessary. Support provided by the SENCo as required. - Expansion and adaptation of the curriculum to ensure the needs of all students are met. - In class support from TAs and HLTAs to support access to the curriculum. - Effective targets are set and progress tracked against these targets, with provisions adapted as necessary.
To improve the accessibility of written information for all stakeholders.	<ul style="list-style-type: none"> - Adapting resources and information as necessary. - Developing and adopting alternative formats for delivering information.

Action Plan 2017-2020

Aim 1

To improve the physical environment in order to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
To ensure that all students/ staff/ parents/ visitors are included in fully accessing the premises.	Conduct as annual audit of school premises, taking into account the specific needs of any stakeholder, either current or prospective.	The whole school environment to be accessible to all.	Annual audit and update.	All students/ staff/ parents/ visitors can access the premises without encountering any difficulties.	Paul Biswell, Site Manager

Aim 2

To increase to accessibility of the curriculum for disabled students.

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
Ensure that teaching and learning meets the needs of all learners through effective differentiation.	SENCo to provide training and information on differentiation and strategies. SEND Learning Plans developed for all students on the SEND Support List.	All teachers are able to fully meet students' needs, ensuring they fully access the curriculum.	On-going Focus of 2017-2018 School Development Plan	Learning walks, observations and book scrutiny showing evidence of differentiation and achievement. Raise in achievement levels – closing the gap between SEND students and their peers.	SLT SENCo

	<p>All staff to complete Triangles of Inclusion for the classes they teach.</p> <p>All departments to make provision for differentiation development. Where necessary, Schemes of Work will be revised to meet the needs of all students.</p> <p>TAs/HLTAs to support teaching staff in differentiating work.</p> <p>TAs/HLTAs to liaise closely with teaching.</p>			<p>Positive responses to training sessions.</p> <p>Teaching staff to have a good knowledge of SEND.</p>	
Ensure computer provisions for all students identified as requiring ICT support.	All departments to ensure laptop/computer access is available for identified students.	Improved attainment and progress for these identified students.	On-going	All SEND students who require ICT support can access the curriculum and achieve.	SENCo SLT
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of Epipens.	<p>Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students. Medical register to be continually updated.</p> <p>Students to be informed about issues in PSHCE lessons.</p>	School will continue to be a fully inclusive place.	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires.	SLT School Nurse Progress Leaders Inclusion Administer PSHCE Co-ordinator

Continue to ensure that the needs of SEND students are met and seen to be met.	<p>Teaching staff completion of Triangles of Inclusion.</p> <p>Students, parents and staff involved in the completion of SEND Learning Plans.</p> <p>Evaluation and adaptation of support as necessary.</p> <p>Tracking of the progress made by SEND students via the use of standardised tests and assessment data.</p> <p>Observations, learning walks and book scrutiny.</p> <p>Continually review policy and procedures relating to SEND.</p>	Improved attainment and progress for SEND students.	On-going	<p>Needs of SEND students are addressed by all teachers.</p> <p>SEND students feel supported.</p> <p>Data analysis shows impact and progress for SEND students in line with expectations and targets.</p>	SLT SENCo
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Aim 3

To improve the accessibility of written information for all stakeholders.

Target	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
Make written material/ communication available in alternative formats e.g. translated into different languages.	Review current school publications. Students need to be identified in the first instance.	School information available to all.	On-going	Delivery of information to parents and to carers improved. Increased involvement in the school.	SLT Pastoral team SENCo

<p>To provide interpreters for students identified as EAL when required.</p>	<p>To contact appropriate agencies to provide a translation/ support service for identified students and their families. Students need to be identified in the first instance.</p>	<p>Students and their families can access all information.</p>	<p>On-going</p>	<p>Increased of attendances at Reviews and Parents Evening. Progress of EAL students.</p>	<p>SENCo Pastoral team</p>
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