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# Accessibility and Disability Scheme

## **Introduction**

The Equality Act 2010: schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

This plan sets out the proposals of the Governing Body of the school 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 benefits, facilities or services provided or offered by the school;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

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.

## **Visions and Values**

As an inclusive school we are committed to ensuring that all current and prospective pupils, parents, staff and members of the wider community are welcomed in to our school irrespective of race, colour, creed or impairment and we will ensure that disabled people are not treated less favourably in any procedures and practices nor will we tolerate any form of harassment. See our schools Equal Opportunity and Anti Bullying policies for further information.

Seahouses Middle Schools commitment to equal opportunities is driven by the National Curriculum Inclusion statement. We will:

- Set suitable learning challenges;
- Respond to pupils' diverse needs;
- Overcome potential barriers to learning and assessment for individuals and groups of pupils;

## **What do we understand by “disability”?**

A disability under the equality act 2010 is

“A physical or mental impairment which has long- term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Northumberland County Council uses the social model of disability, thereby acknowledging that the majority of disabled people are disabled more by society’s attitudes and the way that society is organised, than by their impairment. In this model it is the disabling society which is the problem to be solved rather than the impairments of the disabled person.

The school therefore uses the social model of disability throughout our work. We understand that the definition of disability under the Act is different from the eligibility criteria for special needs provision. This means that disabled pupils may or may not have special educational needs. We recognise that social, educational and behavioural difficulties are part of this definition.

## **The General Duty**

We will seek to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons – This means not representing people in a demeaning way, and it also means not pretending they don’t exist and not representing them anywhere at all.
- Encourage participation by disabled persons in public life – It is also important to respect the wishes of disabled children in an educational setting so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of disabled persons’ disabilities, even where that involves treating disabled persons more favourably than other persons.

(DDA 2005 S.49A)

## **How we will meet the General Duty & Specific Duty**

The production of this disability equality scheme provides us with a framework for integrating disability equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty i.e. to produce a Disability Equality Scheme for our school.

## **Information from Pupil Data and School Audit**

We currently have 102 children on role of which 16 are on the Special Needs Register. This is approximately 16% which is in line with the LA average. Of the children on the SEN register none are disabled.

Based on the information above we have decided to concentrate on two priorities

1. Ensuring that all aspects of school life including extra-curricular opportunities are accessible to all pupils with SEND.
2. Raising the achievement of pupils with SEND across all areas of the curriculum including the acquisition of life skills linked to the outcomes set out in Every Child Matters.

## **Views of those consulted during the development of the plan**

During the development of this plan we have consulted with staff, parents, pupils and our Senior Educational Psychologist. In previous years we have developed a programme for students vulnerable to social exclusion, who in our case were disabled, where progress within the five Every Child Matters outcome areas was of the highest priority. Although we no longer have disabled pupils in school we would want to build on the work we have already done for any disabled pupils who join us in the future.

**Management, coordination and implementation**

The Headteacher and Chair of Governors will be responsible for the implementation of this policy which will be reviewed every three years or before if circumstances change.

Designated member of staff - **Julie Harris**

Governor responsible - **Carol Fawcus**

Date - July 2015

Review - July 2017

PLEASE NOTE THAT THIS POLICY IS AVAILABLE IN LARGE FORMAT ON REQUEST

## Accessibility Action Plan

July 2016 - July 2017

Objective	Action	Lead Person	Monitoring	Timescale	Performance Indicators	Evaluation of Monitoring of Actions Strategy	Resources
To ensure all aspects of school life including extra-curricular opportunities are accessible to all pupils with SEND	Audit the specific needs of pupils with SEND and look at yearly plan of extra-curricular activities, visits etc. to identify how pupils with SEND can access them. Consult with parents where appropriate.	KS	Analysis of attendance on visits and at clubs.	September 2016	<ul style="list-style-type: none"> <li>• Pupils with SEND involved in extra-curricular activities.</li> <li>• Pupils with SEND attend all visits, including residential.</li> <li>• Pupils with SEND access all aspects of the curriculum with appropriate support.</li> </ul>	SENDCO feedback at governor's termly meetings. Parents and pupil views.	2 hours September training day 2016.
	To ensure that all staff have training on ASD to ensure school is an autistic-friendly place for pupils to learn.	KS	Monitoring programme including lesson observations and learning walks.	September-December 2016	<ul style="list-style-type: none"> <li>• Staff deal confidently with ASD pupils.</li> <li>• ASD pupils are happy at school.</li> </ul>	JH feedback to Steering Group as part of reports on actions of monitoring.	1 Directed Time session.
	Review the use of teaching assistants to support pupils with SEND and ensure that they develop a clear link with parents to encourage SEND pupils to access extra-curricular and curricular activities.	JH KS	Analysis of attendance on visits and at clubs.	September 2016- July 2017	<ul style="list-style-type: none"> <li>• Parents of SEND pupils have more information about extra-curricular activities and visits.</li> <li>• Pupils with SEND attend extra-curricular activities.</li> <li>• Increased contact between home and school.</li> </ul>	SENDCO feedback at governor's termly meetings.	1 Directed Time session each term. Weekly meetings between teacher and teaching assistant.
	Questionnaire for SEND pupils to find out what extra-curricular activities they would like to take part in and identify any barriers that stop them taking part.	JH	Attendance of pupils with SEND at clubs.	October 2016	<ul style="list-style-type: none"> <li>• Increased numbers of SEND pupils involved in extra-curricular activities.</li> <li>• SEND pupils feel more involved in school life.</li> </ul>	SENDCO feedback at governor's termly meetings. Outcomes of questionnaire.	3 Hours teaching assistant time to complete questionnaires with individual children.

Objective	Action	Lead Person	Monitoring	Timescale	Performance Indicators	Evaluation of Monitoring of Actions Strategy	Resources
To raise the achievement of pupils with SEND across all areas of the curriculum including the acquisition of life skills linked to the outcomes set out in Every Child Matters.	Evaluate the impact of teaching on SEND pupil's progress.	KS	Monitoring programme	September 2016- July 2017	<ul style="list-style-type: none"> <li>SEND pupils make good progress from their starting point.</li> <li>SEND pupils are engaged and enjoy lessons.</li> </ul>	JH feedback to Steering Group at half-termly meetings.	3x½ days for SENDCO to monitor.
	Increase opportunities for SENDCO to support pupils with SEND and monitor their progress.	JH	Timetable for 2016/2017 shows increased time for SENDCO	September 2016	<ul style="list-style-type: none"> <li>SENDCO has detailed understanding of individual pupil's needs.</li> <li>SENDCO identifies successful strategies for individual SEND children which enable them to learn and these are communicated to all staff.</li> </ul>	Headteacher's report to governors termly.	3x½ days for SENDCO to monitor. 1 hour a week to support SEND pupils.
	Adapt the curriculum to ensure it meets specific pupil's needs.	JH KS	Monitoring programme	September 2016- July 2017	<ul style="list-style-type: none"> <li>SEND pupils can access the curriculum.</li> <li>Staff can confidently adapt the curriculum to meet SEND pupil's needs.</li> </ul>	Outcomes of monitoring programme are reported to Steering Group half-termly.	2x Directed Time sessions.
	Investigate and evaluate assessment systems which measure small steps of progress and select the most appropriate which gives school leaders a clear picture of the achievement of SEND pupils.	KS	Tracking grids. Maths and English Coordinator's data analysis.	September- October 2016 to identify system. Then use system on termly basis.	<ul style="list-style-type: none"> <li>Progress of SEND pupils can be accurately measured.</li> <li>SEND pupils make good progress from their starting points.</li> </ul>	Data analysis termly presented to Steering Group and identify areas for development regarding achievement of SEND pupils.	2x Directed Time sessions to train staff.