Accessibility Plan

Date Approved by Governors: 24.04.2016

Minute Number: 10/04.16

Date of Review: April 2019

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Introduction

Stanton Vale School is located in Long Eaton Nottinghamshire a dormitory town situated between Derby and Nottingham. The school serves the whole of Derbyshire but draws predominately from the Amber Valley and Erewash Areas.

The school provides for pupils who have wide range of special educational needs. This includes PMLD, SLD, MSI Autism and Challenging Behaviour.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 95 as amended by the SEN and Disability Act 01 (SENDA). It draws on the guidance set out in Accessible Schools Planning to increase access to schools for disabled Pupils issued by the DfE's in July 02.

Definition of Disability

Disability is defined by the Disability Discrimination Act 95

"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 Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and perspective pupils with a disability

Principles

Compliance with the 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 SENDA

- Not o discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties governors and staff will have regard to the DRC Code of Practice 02

The school recognises and values parent's 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. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the

National Curriculum 2000 framework which underpin the development of a more inclusive curriculum

- Setting suitable learning challenges

- Responding to pupils diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity
Education and related activities
The school will continue to seek and follow the advice of LA services such as specialist teacher advisors and SEN inspectors and of appropriate health professionals from local NHS Trusts

Physical Environment
The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting / acoustic treatment and colour schemes and more accessible facilities and fittings

Provision of Information
The school will make itself aware of local services including those provided through the LA for providing information in alternative formats when required or requested

Linked Policies
This plan will contribute to the review and revision of related school policies
School development plan
Staff development plan
Building and site development plan
SEN policy
Equal Opportunities policy
Curriculum Policies

CHECKLISTS TO SUPPORT NEEDS IDENTIFICATION

Identification of Barriers to Access

Section 1 - How does Stanton Vale deliver the curriculum?

	Yes	No
Do we ensure that teachers and TA have the necessary training to teach and support disabled pupils?	X	
Are our classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs groups and whole class?	X	
Are pupils encouraged to take part in music drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils?	X	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities i.e. forms of exercise in PE?	X	
Do we provide access to computer technology appropriate to needs?	X	
Are school visits including overseas visits made accessible irrespective of attainment or impairment?	X	
Are there high expectations for all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2 - Is our school designed to meet the needs of all pupils?

	Yes	No
Does the size and layout of areas including all academic sporting play social facilities classrooms hall library playgrounds etc allow access for pupils?	X	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by stairs, doorways toilets etc?	X	
Are pathways of travel around the school site and parking arrangements safe, logical and well signed?	X	
Are emergency and evacuations systems set up and inform all pupils with SEN with visual and auditory components?	X	
Are non visual guides used to assist people to use building including lifts with tactile buttons?	X	
Are areas for pupil access well lit?	X	
Are steps made to reduce background noise for hearing impaired pupils?	X	
Is furniture and equipment selected, adjusted and located appropriately?	X	

Section 3 - How does our school deliver materials in other formats?

	Yes	No
Do we provide information in simple language symbols large print etc for those who may have difficulties?	X	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities i.e. reading out loud, overhead projectors etc?	X	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	X	

ACCESS PLAN – PART 1

Improving Access to the Curriculum of the school
Dates 2016-17

	Targets	Strategy	Outcome	Time	Achieved
Short Term	To continually review the curriculum in light of a shifting school population	Review the use of QUEST as an assessment tool	For the achievements of our pupils with more complex needs to be better measured and tracked	15-16	
Medium Term	To continue to explore ways in which our pupils with more complex needs can access community learning	Work with groups to look at how pupils can access college provision and the local community	Students working in the community	16-17	
Long Term	Dependent on the outcomes and recommendations from the Roachford Review look at how we are able to best demonstrate pupil progress for all learners	Look at how as a school we use b-squared as a recording tool and what other sources can be used	A triangulation of data to demonstrate progress of all learners	16-18	

ACCESS PLAN – PART 2

Improving Access to the Physical Environment of the school
Dates – September 2016 – September 2019

	Targets	Strategy	Outcome	Time	Achieved
Short Term	To improve the ability of staff teams to support moving and handling issues within the classroom	To continue to upgrade hoist facilities across school EY's and Swimming Pool	Staff teams better able to meet the positioning requirements of pupils	Summer 16	
Medium Term	To review all classrooms for need	Classroom review across school	All classes to be able to meet the moving and handling needs of pupils	16-18	
Long Term	Develop adult disabled bathroom facilities for visitors and staff	Review current environment and make recommendations	For visitors to the school to be able to access suitable toilet facilities	16-18	

ACCESS PLAN – PART 3

Improving Access to written information for disabled pupils
Dates:

	Targets	Strategy	Outcome	Time	Achieved
Short Term	See Communication Development Plan				
Medium Term					
Long Term					