

Greig City Academy



Accessibility Plan 2018-2021

This policy was approved by the Finance, Personnel and Premises Committee of the Governing Body on May 22, 2018. It will be reviewed in May 2021 or earlier if there are changes in legislation or school requirements that need to be incorporated.

This policy is published on the Academy's website www.greigcityacademy.co.uk and is available on request to the Principal's PA, V. Oxley, in the following formats:
e-mail, enlarged print version, others by arrangement.

Accessibility Plan

2018-2021

Introduction

- 1.1 This Plan sets out what we intend to do over the next three years to ensure that all our students who have a potentially disabling impairment participate to the fullest extent in the curriculum and extra-curricular activities.
- 1.2 We are pro-active at making 'reasonable adjustments' for students who have an impairment to ensure that they have full and equal access to the building and the broad and varied curriculum.
- 1.3 In deciding on the adjustments we need to make, we take account of the needs of all those who study and work in the school as well as those of governors, parents/carers and other visitors.

2. The legal framework

- 2.1 The Equality Act 2010 provides a single piece of legislation covering all the types of discrimination that are unlawful.
- 2.2 Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time. The Plan must show how the school is:
 - increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided; and
 - improving the availability of accessible information to those with disabilities.
- 2.3 Governing bodies have a duty to ensure arrangements are in place to support students with medical conditions. This Accessibility Plan should be considered alongside the school's Supporting Students with Medical Conditions Policy as well as our Equality Policy and Special Educational Needs and Disabilities Policy.

3. Definitions

- 3.1 The Equality Act defines a disabled person as someone who has: 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 3.2 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'.
- 3.3 The effect on normal day-to-day activities is defined as being on one or more of the following: mobility; manual dexterity; physical co-ordination; continence; ability to lift, to carry or

otherwise move everyday objects; speech, hearing or eyesight; memory or ability to concentrate, learn or understand; perception of risk of physical danger.

- 3.4 A wide range of impairments is included in the definition: learning difficulties, dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), hearing or visual impairments, medical conditions such as severe asthma, diabetes, cancer, epilepsy, sickle cell anaemia.

4. Vision

The Governing Body of Greig City Academy values the diversity of its students and staff and aims to ensure equitable treatment for students, parents/carers, employees and others involved in the school community. Our ambitions for our students who have a potentially limiting physical, sensory, intellectual, or psychological variation are just as high as for all other students. We expect such students to take part and achieve in every aspect of school life and recognize that, in order to achieve this, we may need to offer greater assistance to some young people.

- 4.1 Our ambition for students is in line with the principles of the statutory National Curriculum Inclusion Statement:

1. 'Setting suitable challenges' – we will set high expectations for all students; we will use appropriate assessment to set targets that are ambitious.
2. 'Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils' – we will provide a broad and balanced curriculum, with differentiated teaching and learning styles; we will anticipate and tackle attitudinal, structural and environmental barriers.

5. Information gathering and audit of current practice

- 5.1 We decided on the actions in this Plan after consideration of:

- An audit of current practice
- The nature of the school's population and its likely future intake
- The views of students, parents/carers, staff and governors

Audit

- 5.2 We have well-established procedures for the identification and support of students with impairments, including the gathering of data from primary schools and parents/carers prior to students entering the school.
- 5.3 Detailed student information is given to all relevant staff.

- 5.4 There is regular home-school liaison.
- 5.5 Teachers differentiate their teaching and learning strategies to enable all students to make progress; Learning Support staff provide guidance on such strategies. We constantly strive to improve in this area of our work.
- 5.6 Higher Level Teaching Assistants and Learning Support Assistants are deployed to address a range of curriculum needs.
- 5.7 Access arrangements are in place for students taking part in examinations.
- 5.8 All students are able to take part in educational visits and learning outside the classroom. Risk assessments are conducted for all such activities and take into account the particular needs of individual students with impairments. Additional support is put in place as required e.g. specialist transport, additional staffing. Students, their parents/carers and specialist staff as appropriate are involved in planning for such activities, particularly when a residential stay is involved.
- 5.9 Those with mobility problems have the option of using ramps and lifts to help them move around the school and access all classrooms and areas, although one lift needs adaptation to improve access to the upper floor of the science block. People using a wheelchair or who have severe problems walking have difficulty gaining access to H Block, where the Learning Support Faculty is based; this will be addressed at the earliest opportunity. Hearing loops need to be installed.
- 5.10 Equipment used in classrooms is accessible to all students regardless of their needs, and we provide adaptive technology, such as voice recognition software, or other equipment for those who need it to access the curriculum.
- 5.11 Information is provided to students with impairments and their parents/carers through one-to-one meetings with the SENDCo, small group meetings and through letters, translated if required.

Nature of the school's student population

- 5.12 The students of the school are the main focus of the plan. However, the Governing Body is also committed to ensuring that staff, parents and other users of the school's services and facilities who have a potentially limiting impairment have as full access as possible. In most cases, this involves ensuring good physical access for all and the current and planned provisions for students will address the needs of other users. In some cases, e.g. parents requiring a signer for parents' evening, special arrangements are made.
- 5.13 The school maintains data on students with an impairments. However, in many cases, it is not possible to establish how severe a condition is and, therefore, whether it meets the test of having 'a substantial and long-term adverse effect on [the student's] ability to carry out normal day-to-day activities' as expressed in 3.1. The school is reliant in most cases on parents' reports and views.

- 5.14 For this reason, the statistics given below cover the full range of severity of conditions rather than referring only to those students who would, in terms of the Equality Act definition, be the subject of this plan. In terms of school and staff development it is important to understand the full range as improving differentiation of classroom strategies is a priority for the school.
- 5.15 In the academic year 2017-18, 229 students in Years 7-14 out of a total of 1122 (20%) have an impairment or medical condition that has the potential for adversely affecting their learning. These conditions include:
- sensory – hearing, vision
 - developmental – autism, Asperger’s, dyslexia, dyspraxia
 - learning difficulties – general and specific
 - impairments with fluctuating or recurring effects – epilepsy
 - impairments resulting from an injury to the body
 - organ specific impairments – asthma, diabetes
 - degenerative conditions – e.g. cystic fibrosis
 - tumours
- 5.16 We anticipate a slight increase in the number of students with Type 1 or Type 2 diabetes over the period of the Plan; this would be in line with national trends. It is possible that asthma, already the most prevalent condition in the school, may increase. We also expect an increase in the number of students with very low levels of English who also have a medical condition/impairment, including a learning development need.
- 5.17 We have identified 13 members of staff who have a medical condition or impairment that has the potential either for restricting access to all areas of the school or for limiting their ability to fulfil their responsibilities. Assessments are carried out and appropriate adjustments made. Adjustments that have been made and are planned for the physical environment benefit the whole school community. Adjustments that have been made for staff include: installation of voice recognition software; workstation adjustments such as specialist keyboards or ergonomic chairs. Staff have follow-up assessments/meetings and further adjustments may be made at this time if needed.

Consultation

- 5.18 Parents of students with a declared impairment as defined in 5.15 were sent a letter in asking them to comment on our plans for improvement as set out in the action plan below. The consultation document was also posted on the website and indicated on the homepage. As at May 15, no responses had been received. Parents are regularly asked at admission and in one-to-one meetings throughout the year what their child’s needs are and how they can best be supported.
- 5.19 Staff are regularly consulted through a range of student-focused meetings, cause for concern forms, referral forms, to contribute to the proposals for this plan as well as being consulted on their own needs.
- 5.20 External practitioners/agencies, including a speech therapist, hospital social workers, educational psychologists, have been asked for their contributions.

6. Action plan 2018-21

6.1 Objective 1: Improve the physical environment				
Actions	Indicator of success	Timeframe	Responsibility	Resources
Install new exterior lighting in all areas.	Improved access for people with visual impairments.	Completion end of August 2018	Premises Manager	25K – from Condition Improvement Fund (CIF)
Install access controls on two lifts (A and N Blocks).	Availability restricted to staff and students with mobility difficulties.	Completion end of August 2018	Premises Manager	5K – CIF
Replace reception lift.	Students, staff and others better able to access Science block.	Completion end of June 2018	Premises Manager	27K – CIF
Continue to research and cost options for access to H block.	Decision on preferred option taken. Full access to H block achieved.	To be determined	Premises Manager/Head of Learning Support	Uncosted as at May 2018

Objective 2: Increase students' participation in the curriculum and extra-curricular activities				
Actions	Indicator of success	Timeframe	Responsibility	Resources
Ensure annual calendared training on access arrangements (exams) and assistive technologies.	Students receive timely and appropriate support.	Annual – autumn term	Head of Learning Support/Assistant Principal (CPD)	Within CPD budget
Create and maintain database for student participation in extracurricular activities.	Improved tracking of extent to which students with an impairment take part. Actions taken on the basis of information provided.	To be set up by end of September 2018. To be monitored termly.	Head of Learning Support	Within Learning Support budget
Provide targeted support for teachers on the basis of the outcomes of an audit of schemes of work.	Teachers able to evidence that support has improved their ability to differentiate teaching and learning strategies.		Head of Learning Support	Within Learning Support budget
Trial the use of assessment materials in home languages.	Improved levels of information gathered enable early interventions to be put in place.		Head of Learning Support	Within Learning Support budget
Amend risk assessment forms to include directions and strategies for ensuring students with disabilities can fully participate in activities.	Improved participation.	Amendments made by end August 2018.	Head of Learning Support	Within Learning Support budget
Install hearing loop – reception and portable loops for classrooms and other areas. ¹ (Compliance with equality act 2010 and Part M of the Building Regulations.)	Hearing impaired students report greater level of participation in classwork – confirmed by staff.	Completion end August 2018	Premises Manager	4K

¹ This action also addresses Objective 3.

Objective 3: Improve the availability of accessible information e.g. worksheets, timetables, progress reports, information about the school and school events				
Actions	Indicator of success	Timeframe	Responsibility	Resources
Gather student and parent feedback on effectiveness of communication – to include both the content and format of information communicated.	Survey of students/parents provides feedback that informs further developments.	Completion end July 2018.	Head of Learning Support	Within Learning Support budget
Continue to evaluate and improve systems of communication e.g. website information, parental meetings, texts and letters home	Students and parents report being better informed. Staff confirm improvements in communication with families.	Ongoing with yearly evaluations at end of school year.	Head of Learning Support	Within Learning Support budget
Continue to use the borough Interpretation Service and other sources of interpretation and translation as required – one-to-one meetings, parents' evenings, small group sessions.	Students and parents report being better informed. Staff confirm improvements in communication with families.	Ongoing with yearly evaluations at end of school year.	Head of Learning Support	Within Learning Support budget

7. Responsibilities for management and implementation

7.1 **The Governing Body** is responsible for: setting out a clear direction for the Accessibility Plan; ensuring it is implemented; monitoring, evaluating and reviewing it on a three-yearly basis.

7.2 **The Principal** is responsible for ensuring:

- the action plan is delivered effectively;
- the Plan is readily available for parents, staff, students and other interested parties;
- all staff know their responsibilities and receive training and support in carrying them out.

7.3 **All staff** are responsible for:

- keeping up to date with the law on disabilities med, and taking up relevant training and learning opportunities.

7.4 The following members of staff have additional, specific responsibilities:

Responsibility for:	Staff
Ensuring appropriate consultation in terms of policy and practice, development and assessment.	Head of Learning Support
Monitoring implementation of action plan.	Head of Learning Support
Coordinating relevant staff induction, training and development.	Head of Learning Support/Assistant Principal (Curriculum)
Action in relation to the curriculum, teaching and learning and learning support.	Vice Principal (Curriculum) and Head of Learning Support/SENDCo
Action in relation to physical access issues for students and staff with an impairment.	Premises Manager
Ensuring equality of access for students with a disability to extra-curricular, extension and enrichment activities.	Vice Principal (Pastoral)

7. Review

8.1 Implementation of the Accessibility Plan will be monitored within the school's self-evaluation process. The Plan will be reviewed every three years by the Finance Personnel and Premises Committee of the Governing Body.

8. Communication of the Plan

9.1 The school makes this Accessibility Plan available in the following ways:

1. As a download on the GCA website.
2. On request to the Principal's PA.
3. In large print formats on request.
4. Translated on request.

Appendix

Report on actions taken between 2014 and 2017

1. Improve the physical environment

1.1 Improvements include:

- Tarmacking to create smoother surfaces and ramps.
- Replacement of exterior steps in the playground and outside the hall.
- Brightly painted handrails on steps.
- Tactile paving to indicate steps ahead.
- Doors in A Block widened.
- A number of doors automated.
- Controls on two lifts improved.

1.2 A bid for the Condition Improvement Fund was successful. The total award is £154K. See action plan above, which explains how 55K of the award will be used for accessibility improvements.

1.3 Access to H block, where the Learning Support faculty is located, remains difficult. Possible solutions are still being sought. All potential solutions considered to date are expensive.

2. Increase students' participation in the curriculum and extra-curricular activities

2.1 Teachers have received CPD that has improved their ability to adapt the curriculum to individual needs. Learning support staff send regular bulletins to teachers with information on: new students' accessibility needs and adjustments that need to be made in class/in extracurricular activities; any changes to a student's condition/needs; differentiation strategies to be used.

2.2 Relevant staff have received training to improve their awareness of accessibility issues affecting students with diabetes, epilepsy, asthma and those on the autistic spectrum. Training has also addressed ways in which accessibility difficulties may be overcome.

2.3 EAL students' disabilities/impairments, in particular general and specific learning difficulties, vision and hearing, may be masked by their low level of English. Our increased use of translators in initial assessments is enabling us to capture more precise information at an early stage so that interventions can be put in place.

2.4 The Learning Support faculty now uses the assessment cycle to build in a schedule of assessment for assistive technologies. Access arrangements need the co-operation of all staff to assess the potential for different arrangements to support the students in their exams, so staff are regularly reminded of this requirement through Curriculum Leaders Team and Head of Year meetings as well as direct email.

2.5 Staff have received, and continue to receive, termly reminders about their responsibilities when arranging trips in which students with disabilities/medical conditions take part. Reminders include advice on completing risk assessments.

3. Improve the availability of accessible information e.g. worksheets, timetables, progress reports, information about the school and school events

- 3.1 The induction programme for new students, which is key to communicating information, has been improved as a result of gathering more regular feedback from students and parents as to what makes information more accessible for them. We have also had regular communication with outside agencies to gain guidance from specialists.
- 3.2 Feedback confirms a need for:
- translated materials and/or an interpreter to be present at induction
 - modified written information in large print for those with a visual impairment – if required
 - provision of 'easy read' versions of school rules/policies
 - visual aids to help explain school rules
- 3.3 Feedback is also helping us determine not only how information should be provided but also the types of information students and parents need – this is not always what staff may assume.