

Accessibility



STATUTORY / NON-STATUTORY	STATUTORY
MEMBER OF STAFF RESPONSIBLE	SENDCo
DATE APPROVED BY Head/SLT	May 2021
GOVERNING BODY OR COMMITTEE RESPONSIBLE	GP
DATE OF FULL GOVERNING BODY APPROVAL	June 2021
REVISION DUE DATE	2 years

Noadswood School is committed to providing a site that is suitable, safe and appropriate for all educational needs and to provide access to a broad, balanced and challenging curriculum for all students irrespective of special need or disability

This plan supports the LSAs strategy for consistent planning to improve access to the curriculum and resources for students with Special Educational Needs and Disabilities and access to the school and its facilities for pupils' staff and visitors.

This Plan operates alongside the school's Special Educational Needs and Disabilities (SEND) policy and is consistent with it in terms of principles and approaches to resourcing. Noadswood School will actively seek to improve access for all to services in the ways set out below and will maintain an action plan, which sets out the steps Noadswood School will take to achieve this. The action plan will be reviewed bi-annually and will be updated to take account of established improvements, changing needs, resource planning and availability, ensuring:

- The curriculum is differentiated to meet the learning needs of students with SEND and that target setting is effective and appropriate for these students
- Educational written material usually provided to all students, to be presented in an appropriate form where necessary to SEND students, including the use of:
 - pictorial and oral formats
 - ICT hardware and software
- The physical environment of the school buildings and grounds meet the needs of all Noadswood students, prospective students, staff and visitors
- A culture of inclusion, mutual trust and respect between all members of the Noadswood community is established and maintained
- A community that respects and celebrates the achievements of all students at all levels

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'accessible Schools: Planning to increase access to schools for disabled pupils'. Issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA).

'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 Objectives

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective 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 to 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 (2002);

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respect 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 pupil's diverse learning needs

Overcoming potential barriers to learning and assessment for Individual and groups of pupils.

Activity

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective (above)

a) Education and related activities

The school will continue to seek and follow the advice of specialist services, such as teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, as well as the expertise of staff in charge of pupils who have a disability.

b) 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. Much work has already been completed to bring the schools physical environment to support the needs of our various pupils.

Access Plan

		Objectives	What	How	When	Goal/Action
Short term	1	To fulfil compliance of the code of Practice and DDA	Staff and Governors informed of Accessibility Plan. All Risk Assessments available to be scrutinized at any time	Governors meeting	On-going	School complete, DDA and Accessibility
	2					
Medium term	3	Improve – provision for SEN pupils	Develop pupil knowledge & understanding of disabilities	Year 7 & Citizenship	Throughout year	Each year group has been informed about inclusion and it has been revisited
	4	Improve provision for SEN pupils	Develop staff awareness	In-set training to be on-going. ILP to be written and additional information given	On-going	Staff increased awareness skills in working with SEN pupils
Long term	5	Make all points of access in the school fully accessible Fit push pads on all doors. Ensure ramp access is suitable.		Set aside some PD funding for doors		All areas of the school fully accessible

Current Accessibility Support – Noadswood

Learning

- Special Educational Needs co-ordinator
- Co-ordinator for PD
- Co-ordinator for Resource Provision SEMH
- Learning Support Assistants (LSA) in class
- LSA supported Lunch Club
- LSA supported Homework Club after school
 - Monday - Year 7
 - Tuesday - Year 8
 - Wednesday - Year 9
- In-class support for pupils with EHCPs
- ELSA support
- Specialist Teacher Advisers for Physical Disability, Communication and Language, Visual Impairment, Hearing Impairment
- Adapted equipment for practical elements of the curriculum: Science, Technology subjects and PE
- Accessible, differentiated curriculum for pupils

Access

- Accessible toilets in all buildings
- Accessible shower facilities in some of the toilets
- Lift access to upper floors
- Only 5 classrooms across the site are not accessible
- Automatic doors providing independent access to many buildings
- Ramped access to raised areas – including the Marquees
- Height adjustable tables in classrooms but additional table risers carried by pupils
- Accessible outdoor seating facilities
- Accessible sporting facilities
- Additional sports wheelchairs for PE and extra curricular activities

Future Projects

- Set up a SEMH unit on the Noadswood Site
- Train staff on top corridor M block to evacuate students in the event of fire
- To investigate cost of more push pad doors for access
- Additional training for all staff with SEMH students