Sheiling School Thornbury

ACCESS PLAN 2018 - 2020

Policy	Date	By
Created on	07-05-2010	Richard Luck
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2. INTRODUCTION

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided [1 SEP]
- Improving the availability of accessible information to disabled pupils

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoveries and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

3. VISION AND VALUES

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

4. THE SCHOOL'S LAYOUT AND FACILITIES

The School is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the School. The School has residential accommodation currently in four houses in the town of Thornbury in South Gloucestershire. Full-time education is provided in classrooms around the site. The entrances to the School buildings are accessible to people in wheelchairs because they are on a single level. Temporary ramps can also be made available. Most classrooms can be reached via standard access. There are no lifts. Doorways are slightly narrow, some toilets are not large enough to accommodate wheelchair users. One toilet has been modified to accommodate wheelchair users. It is located in the School building (Thorn Hall).

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the School in the following areas:
- Increase the extent to which disabled pupils can participate in the School curriculum
- Improve the physical environment of the School to increase access to education by disabled pupils
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for

all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Plan will be monitored by way of ongoing review by the Principal and Council of the Sheiling School.

5. WELCOMING AND PREPARING FOR DISABLED PUPILS

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.
Where the School agrees to provide additional services, charges may be made at a level that reasonably reflects the cost to the School of providing that service. Details of costs can be provided in writing on request.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have any disability or other condition of which the School should be aware.
In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

6. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM 2018-2020

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Training of staff.	Staff confidence in providing appropriate teaching and support for disabled pupils.	Continuous process	Flexible approach to disabled pupils. Success of disabled pupils on their programme of education.
Medium Term	Planning and delivery of lessons to accommodate a diversity of needs as part of normal practice.	Consideration made at the planning stage as to what additional strategies may need to be employed to meet the needs of pupils with a diversity of impairments e.g. habitual reading	Disabled pupils would be able to access the majority of the curriculum with minimal change to normal practice.	Continuous process	Disabled pupils are able to smoothly integrate into the learning environment of the classroom

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
		through of printed material/ information left available for reference/ paired and group support learning.			
Long Term	Classrooms to be arranged to provide accessibility and provision for disabled pupils including relevant physical and technological aides to learning.	Practical alterations made to classroom layouts where possible. IT department to research and purchase relevant software and hardware to accommodate the needs of disabled pupils.	Disabled pupils are able to access an equal learning experience.	Continuous process	Disabled pupils have full accessibility to the broad and balanced curriculum offered.

School will consider the following key points:

- Do teachers have the necessary training to teach and support disabled pupils?

- Are classrooms optimally organised for disabled pupils?

- Are lessons responsive to pupil diversity?

- Do lessons involve work to be done by individuals, pairs, groups, whole class?

- Do staff recognise and allow for additional time required by some disabled pupils to use equipment in practical work?

- Do staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading?

- Does the School provide access to computer technology appropriate for pupils with disabilities?

- Are there high expectations of all pupils?

- Do staff seek to remove all barriers to learning and participation?

7. IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE ACCESS TO EDUCATION BY DISABLED PUPILS 2018-2020

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short	Enable disabled	Take advice from	Accessibility issues	Continuous	Awareness

Term	pupils and visitors to access relevant areas of the School building.	Centre for Accessible Environments on cost-effective and practical measures to improve access. Record all barriers/access problems for disabled pupils and visitors and consider these in any plans for refurbishment or new buildings.	given full consideration in all refurbishment and new build plans	process	of issues
Medium Term	Provide permanent access to Theatre in Thornhall. Current arrangement is for a temporary ramp to be fitted to the stage to allow access.	To install a lift to the stairs in Thornhall. Look to rearrange stairs to include a permanent fixed ramp.	Permanent disabled access to theatre.	By end of 2020	
Medium Term	Provide accessible toilet facilities for disabled pupils and visitors.	Reception area will have accessible facilities and will be available for disabled pupils and visitors.	Accessible facilities in one building on site	By end of 2020	Improved facilities for disabled pupils and visitors.
Long Term	Provide accessible facilities for future pupils and visitors	All new buildings ad refurbishments on the school site will be fully accessible where possible	Access to new buildings by disabled pupils and visitors		Improved access to educational facilities.

The School will consider the following key points:

- Does the size and layout of areas, including all academic and social facilities; classrooms, canteen, library and common rooms – allow access for all pupils?

- Can pupils who use wheelchairs move around the School without experiencing barriers to access such as those caused by doorways, steps and stairs, and toilet facilities?

- Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?

- Are emergency and evacuation systems set up to inform all pupils, including disabled pupils, including alarms with both visual and auditory components?

- Are non-visual guides used, to assist people to use buildings?

- Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?

- Are areas to which pupils should have access well lit?

- Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?

- Is furniture and equipment selected, adjusted and located appropriately?

8. IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS 2018-2020

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short Term	Consider availability of written material in alternative formats.	Research sources of alternative formats including costings.	If needed, the School could provide written information on alternative formats.	Continuous process	Delivery of information to disabled pupils is improved.
Medium Term	Ongoing training given to ensure that staff are up to date with all current and relevant research, recommended practices and available technology.	Staff training.	All teaching staff are aware of current recommendations for teaching practices and available technology.	Continuous process	Staff are able to teach a diversity of disabled pupils with confidence.
Long Term	All student documentation to be available in a range of formats including Braille, audiotape and large print.	Student documentation to reprinted / recorded.	All student documentation made available in a variety of formats as part of normal practice.	Continuous process	Disabled pupils are able to access all information in their preferred choice of format upon application.

The School will consider the following key points:

- Does the School provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

- Does the School ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

- Does the School have the facilities such as ICT to produce written information in different formats?

- Does the School ensure that staff are familiar with technology and practices developed to assist people with disabilities?