



# Ralph Sadleir School

## Accessibility Policy and Plan 2020 - 2023

### 1. Introduction

- 1.1. Ralph Sadleir School values the contribution that every person can make and welcomes diversity in all of its forms of culture, religion and learning abilities. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All stakeholders are valued, respected and equal members of our school. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- 1.2. Ralph Sadleir School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their needs. This policy sets out how we will ensure access to the curriculum for all. Ralph Sadleir School is committed to making reasonable adjustments, if required, and commits to developing resources and interventions for the needs of the pupils, staff and any visitors to the school.
- 1.3. Ralph Sadleir has 408 pupils aged 9-13. 7% of the pupils are entitled to Free School Meals (FSM) and 13% of the pupils are Pupil Premium.
- 1.4. The school acknowledges that it is necessary to raise awareness of issues related to accessibility and disability and to provide appropriate training for staff and governors in the matter of disability discrimination.

### 2. Definition of Disability (Equality Act 2010)

- 2.1. According to the Equality Act a person has a disability if:
  - They have a physical or mental impairment.
  - The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.
  - Physical or mental impairment includes sensory impairments and also hidden impairments such as: Dyslexia, Autism, Speech and Language impairments, ADHD, anxiety, mental health needs.

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2.2. For the purposes of the Equality Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

2.3. People who have had a disability in the past who meet this definition are also protected by the Equality Act. Progressive conditions are considered to be a disability under the Equality Act. There are additional provisions relating to people with progressive conditions. People with HIV, cancer or Multiple Sclerosis are protected by the Equality Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

2.4. The Children and Families Act 2014 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the governing body has had three key duties towards disabled staff and pupils, under Part 4 of the DDA:

- Not to treat disabled staff and pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled staff and pupils;
- To increase access to education for disabled pupils.

### **3. Accessibility Plan Actions**

3.1. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. All areas of the school are wheelchair accessible, and Care Plans are used to ensure that any pupils, staff or visitors with a physical disability are well supported.
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **4. Interventions**

4.1. We support the use of specific interventions and teaching techniques that have proven impact in addressing the most common needs our pupils present.

### **5. Ensuring Equality**

5.1. We will do all we can to ensure that this policy does not discriminate directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review, we shall assess and consult relevant stakeholders on the likely impact of

our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race, gender, sexual orientation, disability, ethnicity, religion, cultural beliefs and pregnancy/maternity.

5.2. The Accessibility Plan will be published on the school website.

5.3. The Accessibility Plan will be monitored through the Local Governing Body (LGB).

5.4. It should be noted that not all of the requirements can necessarily be introduced immediately. Ralph Sadleir will continue to plan ahead to implement necessary changes as reasonably practicable.

## 6. Access

All of our buildings are wheelchair accessible, and we have an accessible toilet. As each disability is personal, we use individual care plans to ensure that appropriate, and regularly reviewed provision is in place.

## 7. Legislation and guidance

This document meets the requirements of schedule 1- of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 8. Policy Review

This policy is optional and will be reviewed every three years and/or in light of any changes in legislation by the Curriculum & Achievement Committee (a subcommittee of the Local Governing Body). The Board of Directors have delegated the ratification of this policy to the Curriculum & Achievement Committee.

Governance	Chair Person	Signature	Date
Curriculum & Achievement Committee	Mr M King		9 <sup>th</sup> December 2016
Curriculum & Achievement Committee	Mr M King		27 <sup>th</sup> February 2019
Curriculum & Achievement Committee	Mr M King		11 <sup>th</sup> February 2020

## Aims and Objectives

### Accessibility Plan Code

C – Increase access to the curriculum for pupils with a disability

E – Improve and maintain access to the physical environment

I – Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims

<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Accessibility Planning Code</b> <i>(C, E, I)</i>	<b>Actions to be taken</b>		<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
To improve provision for pupils with SEND	C, I	Audit  Training	Audit of experience, training and confidence and CPD needed. Monitoring i.e. Learning walks, lesson obs, data analysis	SENDCO SLT PPC's HOF's	July 2020	Training and support  SEND benchmark and planning tool  Mental health audit
To improve the provision of ICT equipment for pupils with SEND	C, I	Purchase of ICT equipment. Development of Google classroom	To develop use of technology to capture learning To integrate ICT into curriculum to enhance learning	SENCO	July 2020	Evidence of ICT equipment being used in lessons more effectively in termly lesson observation  SSP's
To improve the progress and participant for pupils with sensory and or physical difficulties	C, I, E	Pupils profiles  Develop fine motor and gross motor groups across school if as necessary  Sensory room	SENCO with class teachers to develop pupil profile  Site manager to assess school grounds	SENDCO  Site manager	July 2020	Pupil profile - 1:1 motor skills session  Motor skills audit  Observations  SSP targets



To offer specialist provision for SEND children in an inclusive environment	C, I, E	To integrate resource base children into mainstream lessons and activities e.g. after school club, school trips	Integration timetable for the curriculum ASD friendly environment around the whole school  Inclusive activities and school trips	Class teachers SENDCO HOF's PPS's	July 2020	Integration timetable  AET audit  Lesson objectives  Learning walk
To ensure smooth transition of all pupils with SEND	C, I, E	Pupil profiles  Transition of information to high and visits. Meetings with high staff  Visits and meetings with first school  Transition tea party  Transition booklet provided to vulnerable pupils  Regular safeguarding meetings to discuss children at risk	SEN transition days on calendar ASAP  To continue to develop a transition pack	Class teacher SENCO	July 2020	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils  Pupil profiles  Meetings timetabled  Minutes of safeguarding meetings
To improve the progress and participation for pupils with cognition and learning difficulties	C, I	Staff training on differentiation  Inreach support from inclusion team  Learning walks  Opps to share good practice  DSPL3 training offer	Deliver INSET training to support SEND knowledge and strategies to differentiate  SSP's to provide individual SMAR7 targets  Ongoing training for all staff  Focus on differentiation by task	SENDO  Teaching staff	July 2020	All staff attending INSET  Evidence in lessons
To improve pupil voice for children with SEND at school		SEND pupils to be on school council	School council/clubs  Invite only lego club	School council lead  Year 8 leaders  Teacher	July 2020	SEND pupils on school council



			Review of pupil voice			
To improve the progress for children with communication and language difficulties	C, I	Speech therapist to develop staff skills  SALT to work with individual pupils	SALT support across school to upskill staff through, deliver training, deliver 1:1 therapy to identify areas of need	SALT SENDCO	July 2020	Development of SALT across school through training  Provision map
To improve the attainment and participation of pupils with social, emotional and mental health difficulties	C, I	Review learning mentors support for children with MH difficulties and adapt as required Signpost parents to support  Develop an emotional regulations area	Meet regularly to discuss children impacted by SEMH issues with safeguarding team and SENDCO  HELP brochure  Lunch club in base – Claire	DSP's  Mental health lead	July 2020	Provision map and records of 3 houses  Mental health audit
To increase access to the Curriculum for pupils with a disability		Improve provision  Annual tracking using GL data		ROB	Ongoing / annual	
Improve and maintain access to the physical environment		Ramps  Corridor width  Parking bays  Toilets and changing facilities  Library shelves at wheelchair accessible height  Adjustable desk height in food tech and science lab				
Improve the delivery of information to pupils with a disability		Internal signage  Large print resources  Braille  Induction loops  Pictorial timetables				

