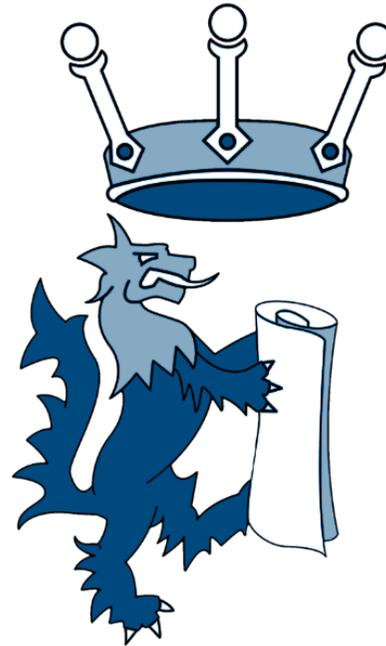


Accessibility Policy

The Sittingbourne School



Approved by:

Date: 05 May 2020

Last reviewed on:

Next review due by: 20 Jan 2021

Contents

1. Overview
 2. Education
 3. Action Plan
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1. Overview

The Sittingbourne School recognises that many of our students, staff and visitors have individual needs when using the school site and facilities. We also recognise that for some students, the nature of their disabilities may mean that they experience specific challenges related to accessing education and the environment. As part of our on-going commitment to the delivery of an inclusive education, we will endeavour to ensure that disabled students receive the same standards of education as their non-disabled peers.

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. The Governing Body, therefore, has three key duties towards disabled students, under Part 4 of the Act.

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students.
- To continue to increase access to educational opportunities for disabled students.

The Sittingbourne School will:

- Inform all staff that it is our duty is to ensure the inclusion of disabled students. This information will include the legal obligations of staff and the school.
- Provide appropriate disability awareness training opportunities for staff, which explain the implications and obligations of inclusion for all staff.
- Promote the adoption of disability awareness and inclusion by our external agencies and partners, where appropriate.
- Make sure admission information is accurate and appropriate.
- Admission information will be shared with specific staff who lead aspects of inclusion, ensuring that additional support and resources are in place and staff are advised of any specific strategies or needs.
- Consult with disabled students, their parents, staff and external agencies.
- Where possible and within budget, improve access for disabled students when additional changes may be needed, beyond those already in place.
- Regularly review whether the education provision available is accessible and effective.
- Make reasonable adjustments to ensure maximum access to facilities and equipment.

2. Education

The Sittingbourne School provides all students with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual students. We encourage the development of preferred learning styles and endorse the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum by:

- Setting suitable learning challenges.
- Responding to students' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of students.

Staff work hard to meet the needs of all students with regards to accessing the curriculum and school life. This is supported by the Senior Leadership Team and governors. Each student is viewed as an individual and is supported in their progress towards an independent and successful future.

3. Action Plan

Key area	Actions	Outcome	Time frame	Evaluation
The physical environment: ensure that the environment is accessible to all students, staff, parents and visitors.	Parents' Evening letters and external meetings include a request to inform the school if disabled access is required.	Parents and external agencies inform the school of any disabled access requirements and their needs are met.	On-going on a termly basis.	To be reviewed on a regular basis by the DHT for SEND and ensure that any arising actions are carried out. The DHT for SEND will also inform the senior leadership team.
	Arrangements for the use of lifts, alternative meeting venues, designated parking and additional staff support such as BSL signing is made available for school events such as Parents' Evening, Open Evening and school shows.	When a disability means that a parent is unable to leave their house, home visits have been completed.	On-going on a termly basis.	
		When a disability has caused long periods of absence from school and	On-going on a termly basis.	

<p>The physical environment: ensure that the environment is accessible to all students, staff, parents and visitors.</p>	<p>Use portable ramps to allow access to ground floor rooms when needed.</p> <p>For temporary injuries, which mean students use crutches or are in a wheelchair, alternative ground floor working areas will be used in buildings where there are no lifts.</p> <p>A number of staff are trained in moving and handling to allow them to push wheelchairs safely.</p> <p>Those students with long term physical disabilities may be accommodated at our Trust partner school – Westlands.</p> <p>Ensure installation of blinds in classrooms with projection facilities to give benefit to any student with visual impairment and to ensure projections are fully accessible.</p>	<p>the involvement of hospital school, curriculum information is collated and shared with hospital school or external tutors.</p> <p>When students are not able to work in their usual classrooms, learning leaders and leaders of our resource provisions will collate work to ensure that no student is disadvantaged.</p> <p>We are able to accommodate a student who regularly needs to use a wheelchair.</p> <p>The SENCO is in regular contact with the SENCO at Westlands and discuss cases as and when they arise.</p> <p>All rooms have blinds and no students are disadvantaged due to lighting.</p>	<p>Actioned as and when appropriate.</p> <p>Actioned as and when appropriate.</p>	<p>All staff must inform the premises team of any blinds that require attention.</p>
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	<p>The school will continue to incorporate current accessibility levels in all new buildings and refurbishment work.</p> <p>Necessary adjustments are also made for staff. For example, ground floor teaching classrooms, if needed the location of classrooms are considered and amended timetables are provided for support staff when needed.</p> <p>A successful one way system is in place at pinch points within the school.</p>	<p>Where refurbishment has taken place, appropriate modifications have been made such as widening of doors. Accessibility levels were also addressed in our new buildings.</p> <p>All possible adjustments and amendments for staff are in place including allocated parking spaces.</p> <p>Though the use of signage and staff, the one way system is enforced and allows for the safe movement of staff and students.</p>	<p>Actioned as and when appropriate.</p> <p>Actioned as and when appropriate.</p> <p>On-going on a daily basis</p>	<p>Personnel will continue to inform the head teacher of any amendments needed.</p> <p>The leadership team will continue to monitor pinch points and take any necessary actions identified.</p>
	<p>Ensure that PD students have fire evacuation plans.</p>	<p>Amended procedures are in place for the evacuation of PD students.</p>	<p>On-going on a termly basis.</p>	<p>The evacuation plans for PD students will be reviewed through their plans and during fire evacuation practises. JDA and IJE to ensure that PD fire evacuation plans are regularly updated.</p>

<p>Access to the curriculum: All areas of the curriculum should be as accessible as possible for all students.</p>	<p>Provide inset training and additional bespoke training to enable staff to use and embed strategies needed.</p> <p>Regular reviews of the progress of students with a disability, identifying how effectively their needs are met and further actions needed to promote progress and well-being.</p>	<p>Whole school and bespoke staff training is in place. The needs of students are also shared through the SEN directory which incorporates effective strategies. Teaching and learning staff briefings share relevant information and strategies.</p> <p>Triangulated sharing of information between resource provision leaders, the SENCO, the engagement team, community teams and teaching staff.</p>	<p>Training will be been planned for the next academic year. Additional training is provided as and when identified.</p> <p>On-going.</p>	<p>Resource provision leaders , DHT SEND and DHT for teaching and learning will need to regularly triangulate information and make the necessary emerging actions.</p> <p>The DHT for SEND will triangulate information between different teams to ensure all information is shared and review the impact of this.</p>
	<p>Provide students with the appropriate access arrangements for examinations.</p> <p>Lead members of staff who have expertise in specific SEN disability needs and are responsible for sharing strategies and ensuring the mainstream core teaching standards are met and no student with a disability is disadvantaged.</p> <p>Additional audiology equipment is in good</p>	<p>These are in place.</p> <p>These members of staff work closely with community teams, leadership teams and teaching staff to provide additional guidance.</p> <p>Audiology equipment is well maintained by staff within the</p>	<p>External deadlines.</p> <p>On-going.</p> <p>Timescales arranged with audiology</p>	<p>Subject Leaders and staff must support the SENCO with the sufficient evidence required to apply for access arrangements in a sufficient time scale.</p> <p>Resource provision leaders, the SENCO and DHT for SEND will update the DHT for teaching and learning on a regular basis to ensure the needs of students are met in the classroom. DHT to regularly review provision with AHT responsible for MH and Wellbeing.</p>

	<p>working order to support accessibility.</p> <p>Visiting audiology clinics take place within the resource provision for hearing impaired students. All hearing impaired students access lessons with other students through the support of resource provision teaching assistants.</p> <p>Deaf CAMHS training for resource provision staff.</p>	<p>resource provision and used by all teaching staff when required.</p> <p>This works well in reducing absence due to attending audiology clinics and allows resource provision staff to share concerns and gain advice.</p> <p>Other students with a disability that are not attached to the hearing impaired provision will also have access to staff that have received training through the school mental health lead. It is expected that this will support students to develop effective learner behaviours that are currently barriers as a consequence of their life experiences.</p>	<p>departments.</p> <p>Termly</p>	
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<p>Social inclusion: students with disabilities will be included in all aspects of school life.</p>	<p>BSL signage in place in key locations to promote inclusion and to raise deaf awareness.</p> <p>Timetables for students with disabilities provide a full range of subjects and students attend tutor time.</p> <p>An anti-bullying and discrimination policy is in place.</p>	<p>This is in place.</p> <p>This has ensured that when interventions take place, they are thoughtfully timetabled so that students access all aspects of the curriculum, are able to interact with other students and school life activities/initiatives.</p> <p>Green forms are used by staff to record and monitor the use of discriminatory language. Incidents are dealt with effectively. Restorative justice meetings are held to support students to identify how and why discrimination is wrong and how to demonstrate appropriate behaviours.</p>	<p>Frequent walks around the school to review and maintain signage.</p> <p>Termly.</p> <p>On-going.</p>	<p>The leader of the hearing impaired provision will ensure that all signage is well maintained and new signs are in place where needed.</p> <p>The leaders of resource provisions should continue to work with teaching staff and teaching assistants to promote interaction between resource provision students and other students.</p> <p>AHT responsible for Safeguarding to continue to review the use of green forms and feedback to leadership teams.</p>
<p>Social inclusion: students with disabilities will be included in all aspects of school life.</p>				

	Community teams and pastoral staff are made aware of the needs of students with disabilities.	Pastoral staff are invited to CPD and specific guidance and advice is given as and when needed.	On-going.	Further develop the triangulation of information between resource provision leaders, community teams and staff responsible for staff guarding to ensure that all information and actions are triangulated.
Communication: The communication needs of students and parents will be met.	Resource provision signing staff attend school events to ensure that hearing impaired parents are able to attend school events and interact with staff. Alternative methods of communication are in place for parents of students with a disability, such as email, text message and translated language letters.	This works effectively. This has promoted greater communication between parents and the school.	On-going as and when required. On-going as and when required .	Resource provision leaders and community teams will share feedback and information with the AHT for vulnerable groups and the Student Engagement Strategy Team.