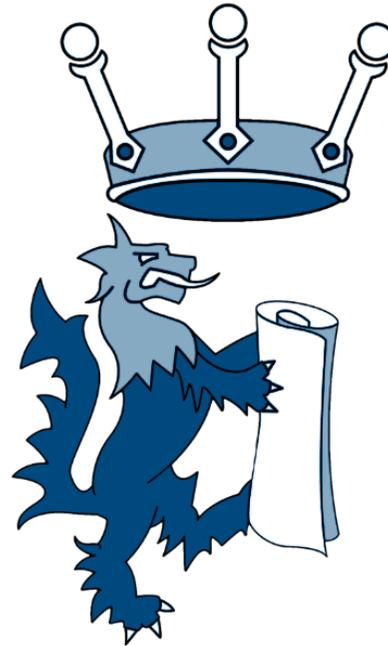


# Accessibility Policy

The Sittingbourne School



**Approved by:** Lynne Lawrence

**Date:** 14.5.21

**Last reviewed on:** May 2021

**Next review due by:** May 2022

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### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff and governors of the school.

## 2. Vision Statement

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.

Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with students with severe learning difficulties and profound and multiple learning difficulties. At The Sittingbourne School, student achievement is celebrated in a student-centred teaching and learning environment. Excellent achievement at school enables students to be as independent as possible so that they are able to achieve their potential on leaving school and beyond.

## 3. Legislation and guidance

This document meets the requirements of schedule 10 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.

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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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

## 4. 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.

## 5. Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person(s) Responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.</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>Any strategies from EHCPs regarding access to the curriculum are implemented.</p>	<p>For the use of assistive technology to improve pupils' independent access to the curriculum.</p> <p>For pupils who have disabilities which cause frequent / long-term absences from school to still be able to access quality education.</p>	<p>Google Classroom to be used to provide relevant and appropriate resources to support pupils working on laptops, or who are absent.</p> <p>The use of other assistive technology such as computer readers and Dictaphones to be used widely, where appropriate.</p>	<p>Subject Leaders Teacher Teaching and Learning Team</p> <p>SEND team to ensure that all SEND students have access and competency to use any new technology.</p>	<p>Ongoing</p> <p>September 2021</p>	<p>There will be evidence Google Classroom has been used across different Key Stages.</p> <p>Computer readers / reading pens will be offered to more students in Key Stage Three.</p>
Increase access to the curriculum for students with a disability	<p>Access arrangements: students are tested for access arrangements to ensure that they have provision in place to access the examinations and assessments.</p>	<p>To ensure that all students have access arrangements in place for all assessments from Year 7-13.</p>	<p>Create a referral system for students who teachers believe may require access</p>	<p>Teaching Staff SENDCO</p>	<p>July 2021</p>	<p>Staff voice will demonstrate that they feel confident in identifying and supporting student</p>

			<p>arrangements.</p> <p>Ensure that all Subject Leaders have clear guidance on how to identify students who require Access Arrangements</p> <p>Test students for Access Arrangements and put provision in place, where needed.</p>			access arrangements.
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Moving and Handling training for 10 TAs and PSMs.</li> <li>• Bright yellow paint on the edge of steps and bottom of ramps.</li> </ul> <p>New building opened in September 2018 was specifically designed to meet the needs of all learners</p> <p>When a disability has caused long periods of absence from school and the involvement of hospital school, curriculum information is collated and shared with hospital school or external tutors.</p> <p>Additional audiology equipment is in good working order to support accessibility.</p> <p>Visiting audiology clinics take place within the</p>	<p>To ensure all assistive equipment is up-to-date and in full working order.</p>	<p>Complete the planned improvements, review student access to ensure a positive impact on learning</p>	<p>Site Team, SENDCO, Assistant SENCO, HI Provision Lead and DHT Teacher responsible for SEND.</p>	<p>Review 1: July 2021</p> <p>Review 2: November 2021</p> <p>Completed by: January 2022</p>	<p>There will be a working stock-check document held with the SEN department.</p> <p>Review notes show that criteria has been met across all areas.</p>

	resource provision for hearing impaired students.  All hearing impaired students access lessons with other students through the support of resource provision teaching assistants.					
Improve the delivery of written information to students with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• BSL signs in key areas of the school</li> <li>• Assisted listening devices</li> </ul>	To ensure training is available to all staff regarding hearing impaired and speech and language students.	Organise and promote training.  Complete observations of the teaching of these students.	SENDCO, HI Provision Lead and DHT Teacher responsible for SEND.	July 2021	On training session per full term to take place for all HI and Speech and Language Teachers.  Observations demonstrate improved level of understanding for our students' needs and how to communicate with them effectively.

## 6. Access Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Team	Ongoing
Corridor access	Corridors are wide with parking bays for wheelchairs and standing frames	Ensure student equipment does not block corridor	Site Team	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site Team	July 2021
Parking bays	Disabled parking bays marked	None required	Site Team	Completed
Entrances	Automatic front doors,	None required	Site Team	Ongoing

	enclosed lobby			
Toilets	Toilets have disabled access and alarms	Ensure service every 6 months	Site Team	Ongoing
Reception area	Accessible to wheelchair users	None required	Site Team	Completed
Internal signage	Large/BSL signs in place	None required	Site Team/Leader of DDS	July 2021
Emergency escape routes	Fire evacuation plan in place PEEPs are in place for all students who require it.	Ensure weekly testing of system and maintenance	Site Team/AHT responsible for Health and Safety	Ongoing

## 7. Links with other policies

This accessibility plan is linked to the following policies and documents:

- SAT Health and Safety Policy
- SAT Supporting policy with medical conditions policy
- TSS Equality Statement
- TSS SEND Policy
- TSS Children with health needs who cannot stand school

## 9. Plan Review

This plan will be reviewed every 3 years as a minimum. It is next due for review in August 2021.

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.