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North Tyneside Council

# NTSSS Moorbridge - Accessibility Plan

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Responsible Moorbridge Manager	Karen Croskery
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Signed (by or on behalf of Governing Body)	J McCarty – Chair of Management Group/Governors
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## Accessibility Plan 2018-19

### Policy Document

## ACCESSIBILITY PLAN

### 1 BACKGROUND

The Disability Discrimination Act (DDA) 1995 applied to employment and 'goods and services' but not education. The DDA was amended by SEN and Disability Act 2001, to include Education.

**It specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.**

Schools must also plan, over time, to increase access to all areas of school life for students with disabilities.

Schools are required to produce an **Accessibility Plan** for:

- Increasing the extent to which disabled students can participate in the curriculum – this is at a whole school level, not just teaching and learning but includes after-hours clubs, leisure and sporting activities and school visits;
- Improving the physical environment in order to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students - taking into account the views of students and parents.

Information about the Accessibility Plan must be published in the annual report to parents. There is an overlap with the School's Special Educational Needs policy. Special educational provision is something additional to or otherwise different from normal provision. The Accessibility Plan goes beyond SEN. Its aim is to increase Inclusion.

There are two parts to the disability provisions in the new legislation.

The 'discrimination' part requires schools to take **reasonable** steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments is likely to be found in good practice.

The second part, the planning, looks to **improve** access over time.

This is a two year plan, though as a school which has just relocated to new premises and moved from two sites onto one; there will need to be ongoing monitoring to evaluate the needs of the students, the delivery of the curriculum and the operation of the building. This will be done in close liaison with the Site Manager, Michael Tate,

and the relevant governors. The aim is to ensure that the design and function of the final building and the school's activities and curriculum provide equal access in the short and long terms.

Once the Plan has been published the school has a duty to implement it and allocate adequate resources to it.

## **2 DEFINITIONS OF DISABILITY**

The definition of disability under the Act is:

... 'a physical or mental impairment that has a substantial, long-term, adverse effect on day-to-day activities'.

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all of the children in this category will have special educational needs.

The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time. These are:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing, eyesight;
- Memory or ability to concentrate, learn or understand;
- Perception of risk of physical danger.

10% of children nationally have some degree of dyslexia.

10% of children nationally have some degree of speech and language difficulty. It is likely that in a PRU the incidence of these conditions will be higher than the national average.

### 3 ARRANGEMENTS BEING PUT IN PLACE TO IMPROVE DISABLED ACCESS

#### Wheelchair users:

- Learning mentors will support mobility needs directly around school;
- Lap trays will be provided for students unable to use desks;
- The building is entirely on one level and has flat access at the front and at fire exits.;
- Ramp access, exterior to building, also gives access to the rear courtyard and entrance.
- The designated disabled toilet is compliant with DDA regulations.

#### Hearing Impaired students:

- Visited regularly by an external specialist teacher who monitors students, assesses their needs and provides advice;
- Specialist equipment used in class as appropriate.
- Specific strategies incorporated into teachers' planning.

#### Writing Difficulties:

Word Processing technology (e.g laptops and tablets) may be provided for students who:

- Struggle with writing legibly because of their disability;
- Have difficulty with pen/paper writing tasks;
- Have a temporary writing difficulty due to injury;
- Have difficulty with fine motor skills;

Pupils may also have adults to act as scribe or amenuensis; either on a temporary or longer term basis.

#### Specific & other Language and Learning Difficulties:

- In class support from TAs;
- Withdrawal for specific 1:1 learning interventions
- Specific support (in addition to normal classroom differentiation) as identified on SEND / Education, Health and Care (EHCP) plans.

#### Examinations:

- SENCO, Exam co-ordinator and Educational Psychologist to assess needs of students for access arrangements; applications, as necessary, made to examining bodies; arrangements implemented. Exam concessions should only be requested where this is an **everyday working practice for that individual.**

#### **4 HOW DOES THE ACCESSIBILITY PLAN FIT WITH OUR OTHER PLANS?**

In the first instance, it will be a separate plan that is included in many aspects of other school policies and plans, for example the School Development Plan, the Asset Management Plan, Continuing Professional Development Plans, SEND Plans etc.

#### **‘How might our plans impact on students with disabilities so we can prevent discrimination?’**

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The Plan was reviewed at the end of the first year (May 2018) and we will be revising this 2 year plan in May 2020. Any urgent considerations will be addressed before this.

We will:

- Carry out an audit to identify what is in place and where the gaps are (see appendices 1 and 2);
- Identify some actions to be taken and write/update the accessibility plan;
- Set some targets for improvement;
- Consult staff, parents/carers and students;
- Publicise the improvements being made;
- Implement actions and evaluate the impact on accessibility.

#### **Aids and equipment**

The school is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. These are intended to come through the SEN framework either through an Education, Health and Care (EHC) assessment or SEN support provided to a student by the school. Students who have an EHCP who require specialist equipment may be eligible for a personal budget which can be requested at their annual review.

Accessibility Plans will include consideration of equipment to increase access to all aspects of school life.

#### **MONITORING, EVALUATION AND REVIEW**

The Management Group will review this policy at least every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Service.

#### **Accessibility Plan**

**Created by Julie Kalama (SENCO/ DHT), May 2018.**

**Next Review May 2020 by Julie Kalama, Michael Tate (Site Manager) and Karen Croskery (Headteacher)**

