



Perry Beeches IV
The Free School

Accessibility Plan

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January 2017

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Accessibility Plan 2016-2019

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled student, under part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at substantial disadvantage.
- To maintain access to education for disabled students.

This Accessibility Plan sets out the proposals of the Governing Body of Perry Beeches The Academy to increase access to education for disabled students in the three areas required by the planning duties in the DDA and the Equality Act 2010:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled student.

In addition, the Disability Equality Duty (2006) requires all schools to:

- Eliminate discrimination that is unlawful under the DDA.
- Eliminate harassment of those with a disability.
- Promote positive attitudes towards disabled persons.
- Encourage participation by disabled individuals.
- Take steps to take account of disabilities, encourage independence for our disabled students to make them as prepared for their post school life.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

1A: The purpose and direction of the school's plan: vision and values

This scheme and plan should be read in conjunction with the school's other policies on Equal Opportunities and Special Educational Needs and Disability.

The philosophy of Perry Beeches IV – The Free School is based on inclusive principles, which strive to promote equality.

Equality of opportunity at Perry Beeches The Academy is about providing equal access and excellence for all, in order to promote the highest possible standard of achievement.

Equality of opportunity applies to all members of the school community – students, staff, governors and parents.

- To develop all students as responsible citizens, each in their own right.
- To give each student an equal opportunity to fulfil their own potential, personally, socially and academically, within a rewarding and stimulating environment.
- To provide all students with a broad, balanced and relevant education, this will enable them to develop the knowledge, skills and attitudes needed for lifelong learning and to adapt to a fast changing world.
- To develop an enterprising culture for our learning community.

The school's strategic aims for 2016-2019 are that:

By learning together, we want our community:

- To realise the highest standards of achievement.
- To be an inclusive school.
- To meet the challenges of the future

In addition, the statutory inclusion statement in the National Curriculum for England describes schools' responsibility to provide a curriculum that meets the specific needs of individuals and groups of students. It sets out three principles that are essential for teachers and schools to follow when developing an inclusive curriculum.

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

In order to achieve these aims, all members of our community must be able to access provision when they attend school. The values of respect and responsibility underpin our aims. All members of our community have a duty to respect the rights of others and to take responsibility for removing barriers to learning for disabled students.

1B: Information from student data and school audit

The disability provisions in the Equality Act mainly replicate those in former Disability Discrimination Acts.

The DDA defines a disabled person as someone who has: 'A physical or mental impairment which has substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The definition includes a wide range of impairments, including hidden impairments such as Dyslexia, Autism, Speech and Language impairments and Attention Deficit Hyperactivity Disorder (ADHD). As such there is a significant overlap between those considered to have a disability and those who have Special Educational Needs.

Unlawful behaviour with regard to disabled students

Chapter 1 (1.17 – 1.24) explains the general definitions in the Act of direct discrimination, indirect discrimination, victimisation and harassment. The rather different and more complex provisions that apply in the case of disability are set out here.

Direct Discrimination: A school must not treat a disabled student less favourably simply because that student is disabled – for example by having an admission bar on disabled applicants.

A change for schools in this Act is that there can no longer be justification for direct discrimination in any circumstances. Under the DDA, schools could justify some direct discrimination – if it was a proportionate means of meeting a legitimate aim. What the change means is that if a school discriminates against a person purely because of his or her disability (even if they are trying to achieve a legitimate aim) then it would be unlawful discrimination as there can be no justification for their actions.

Indirect Discrimination: A school must not do something which applies to all students but which is more likely to have an adverse effect on disabled students only – for example having a rule that all students must demonstrate physical fitness levels before being admitted to the school – unless they can show that it is done for a legitimate reason, and is a proportionate way of achieving that legitimate aim.

Discrimination arising from disability: A school must not discriminate against a disabled student because of something that is a consequence of his or her disability – for example by not allowing a disabled student on crutches outside at break time because it would take too long for him or her to get out and back. Like indirect discrimination, discrimination arising from disability can potentially be justified.

Harassment: A school must not harass a student because of his or her disability – for example, a teacher shouting at the student because the disability means that he or she is constantly struggling with class work or unable to concentrate.

Disability Equality Duty – schools previously had a statutory duty which required them to take

proactive steps to tackle disability discrimination, and promote equality of opportunity for disabled students. Under the Equality Act, this has been replaced by the general equality duty and the new specific duties – covered in chapter 5 of this guidance.

Reasonable adjustments and when they have to be made

The duty to make reasonable adjustments applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled student at a disadvantage compared to other students then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the student would face in comparison to non-disabled students.

The percentage of students on roll who have a SEND need is 20%.

The 2015 results, show that 74% of Year 7 and 77% of Year 8 SEN students achieved two sub-levels of progress in English and Maths.

Perry Beeches IV has wheelchair access with ramps and the use of a lift. Most rooms are wheelchair friendly but to move from the Quad/Refectory/Fitness Suite to the remainder of the building you have to use the external pathway.

The Access Plan of 2008 identified short, medium and long-term strategies for improving access to provision:

- To maintain up to date resources and equipment.
- To maintain links for Visual Impaired students with Priestley Smith and Outside Agencies.
- To inform all staff on students with Visual Impairments and their requirements.
- To maintain provision for our Hearing Impaired students using radio aids and to encourage student independence.
- To inform staff and train a specific Teaching Assistant on the use of hearing aids and the needs of students with hearing difficulties.
- Enable students with temporary mobility problems to access curriculum and to move between lessons safely. Nurse and AT support is already in place for SEN students to enable them to fulfil their potential.
- To maintain differentiated curriculum.
- Make minor alterations to premises to meet statutory requirements on rolling programme as improvements are made to school e.g. improvements to signage, continuous evaluation of site to maintain access to all students. Ramps to all areas of the school are already in place for disabled students to access all areas.
- Access to all levels of school via lift. Evacuation procedures are already in place.

Progress has already been made on all of these strategies, although further improvements can be made and are identified in the Action Plan.

- Consultation with students and parents.
- Raising staff awareness and consultation.

2A: Increasing the extent to which disabled students can participate in the curriculum

The SEND department will be the primary link between the school and disabled students. Their needs will be continually assessed and documented, with information disseminated to all staff via the SEN register, Individual Learning Journeys (ILJ) and a provision map. Students will have personalised support strategies which may involve removal from lessons to improve skills such as numeracy and/or literacy. They will also be supported in lessons by specialist Assistant Teachers who will have an in-depth understanding of their needs and strategies for learning. Students will be nurtured and their needs will be clearly understood. They will have the opportunity, and be encouraged, to attend break and lunchtime clubs. They will be reassured that they can approach any member of staff with a problem or a concern. However, students may not always want to discuss problems with members of staff and may need someone their own age with whom to discuss their concerns. Therefore, Senior Students will be high profile around school and will be available to meet and speak with them on a regular basis. Where appropriate, students may be allocated a 'Peer Buddy' for consistent 1:1 support and guidance. Students will feel they can participate fully in school life, being able to enjoy trips and extra-curricular activities, as well as residential visits.

Effective differentiation will be the subject of several staff training sessions, and with the support of the SENCo, Assistant Teachers and Teaching & Learning Team, all departments will be expected to effectively differentiate their lessons. The whole school use of differentiated outcomes will ensure that all students are appropriately challenged. Departments will use tools such as: resource sheets, computers and multi-media. There will be close contact between staff, students, parents and the SEND department, with all subjects providing targets for ILJs. The targets will be regularly reviewed. Teaching Assistants and the SENCo will be able to facilitate greater awareness of student needs through staff briefings and team meetings. Building partnerships with a variety of external agencies will mean that the school can plan and adapt the curriculum to suit the requirements of all students.

The priorities for development and improvement are: continued differentiation of individual schemes of work within departments; the compilation and development of resources; and the dissemination of SEN strategies. CPD is central to this process.

Perry Beeches IV has set the following priorities for increasing curriculum access:

- Provide whole staff training on phonics and dyslexia-friendly literacy to be followed by the implementation of a multi-sensory, highly structured reading intervention
- Staff training, followed by implementation of a structured intervention to improve numeracy skills.
- Developing banks of subject specific differentiation tools and resources
- Specific training and development for Assistant Teachers on precision teaching

2B: Improving the physical environment of the school

The physical environment of the school caters for the needs of all students including physically disabled. Corridors are well lit and free of obstacles and lesson changeover is signalled by a bell. Adult supervision will ensure safe and orderly movement. Assistant Teachers will support, where appropriate.

The school has set the following priorities for physical improvements to increase access:

- Training on Evacuation Chair system for Assistant Teachers.
- The use of additional corridors and stairwells to minimize congestion and avoid situations which may cause anxiety for SEND students.
- Manual Handling Training for Assistant Teachers
- The purchase of specific teaching/auxiliary aids (in accordance with student need).

2C: Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

- Worksheets differentiated by content.
- Use of computers / Laptops.
- The school website and network is simple and easy to access.
- Most departments have pictorial clues and keywords on display.
- Timetables printed and put into students passports.
- PDP in passports with achievable termly targets and students are given regular feedback on targets.

The school has set the following priorities for providing information for disabled students:

- Improve the understanding and availability of SEND-friendly formats
- Autistic friendly communication strategies to be disseminated to staff and implemented in lessons

3A: Management, Co-ordination and Implementation

Progress towards the Action Plan will be reviewed as part of the school's annual evaluation of its Improvement Plan in the spring term. The results of that evaluation will be reported to SLT and the full governing body.

Evidence for the evaluation will include: actions taken; resources deployed; scrutiny of school communication systems; lesson observations; and a judgement of the impact on Teaching and Learning.

The plan will be co-ordinated by the Head Teacher and Senior Leadership Team, and other lead staff identified in the plan.

The DES/AP is fully consistent with the school's SEN policy and SEN legislation. It should also be applied consistently with the schools policy on:

- Admissions
- Attendance
- Behaviour for Learning
- Bullying
- Child Protection
- Differentiation
- Equal Opportunities
- Health and Safety
- Teaching and Learning
- School Improvement Plan
- Professional Development Plan
- SEND Policy
- Regular contact with a number of outside agencies i.e. PSS/Physio/Visual.
- School Nurse. Counsellor on site

Implementation of plans are already specialised in place we have a number of specialised Teaching Assistants, who all support in one particular subject area. The students are identified and individual needs are met.

The school will work closely with the Local Authority Inclusion Team and Special Educational Needs Support Service and where appropriate enlist the support of the Primary Care Trust and Social Services.

3B: Publication and dissemination of the school's plan

The school's accessibility plan is available in alternative formats on request.

It is available on the school's website