

Accessibility Plan

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 pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- ❑ Increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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

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Vision and Values

Sir Frederic Osborn School recognises the right of students to receive a broad and balanced curriculum and aims to encourage the enthusiastic and independent learning of every child, including those identified as disabled.

We acknowledge the responsibility to make adequate provision for the needs of individuals and to monitor the effectiveness of the provision. Above all we recognise we must ensure that all students, including those who are disabled, reach the highest possible standards of achievement by maximising their access to the curriculum. Students should be enabled to reach their potential with reference to the five outcomes listed in 'Every Child Matters' (2003).

We are committed to working in partnership with parents.

We aim to:-

- Provide an environment where all students are accepted and valued.
- Enable children to have access to, and experience of, the whole curriculum.
- Ensure that all information is accessible to our students and their parents.

We recognise that not all pupils with disabilities will necessarily have special educational needs. Through our accessibility plan we aim to overcome potential barriers for these students in every area of school life, set suitable learning challenges and responds to their diverse needs.

Equal opportunities:

Our ethos is clear: we value all members of our community. Everyone has the right to be safe and secure.

We aim to promote tolerance and understanding with respect to the diversity of our community. The school has therefore set the following priorities for the development of the vision and values that inform the plan:

1. To consult with all stakeholders, i.e. staff, parents, governors and students.
2. To ensure stakeholders' views are an integral part of our vision and values.

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Information from pupil data and school audit

Primary Transfer

Information regarding students' needs is gathered initially from their primary schools before transfer into Year 7. This includes details of any disabilities which might impact on their learning and full participation in school life. This is supplemented by details from parents regarding any medical conditions, disabilities and medication.

Register of Disabled Students

Appendix A shows the students identified as disabled and the criteria governing this classification. This information is collated from transfer data, pupil records, and the medical register and inclusion register, which contains details of students with Special Educational Needs.

Outcomes for Disabled Students

The progress of disabled students is monitored carefully through analysis of data and the school's tracking programme, academic review days and individual education plans, where these are appropriate. The Provision Map shows how intervention and support combine to inform planning set against information on pupil outcomes.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- ❑ Information will be sought from primary schools in the Summer Term each year with regard to the needs of the cohort transferring the following September.
- ❑ Details of students with a Statement of Special Educational Needs who wish to take up a place at Sir Frederic Osborn School will enable the school to anticipate and plan for the future needs of disabled students.
- ❑ The Director of Inclusion will meet with parents of students transferring to Sir Frederic Osborn to set up a Transition Plan if necessary.

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Views of those consulted during the development of the plan

During the development of this plan, staff, students and their parents were invited to give their views on how the school could improve accessibility for its' disabled population. This information has informed the accessibility plan and identified new priorities for the school in this area.

The school has set the following priorities in respect of consultation on the plan:

- To seek the views of staff, students, parents annually through questionnaires, the School Council and the P.A.S.S. (Pupil Attitude to Self and School) survey.
- To ensure Accessibility is considered at the meeting of stakeholders (parents, staff, governors and members of the local community who regularly use the school) to discuss the Single Equality Duty.

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Increasing the extent to which disabled students can participate in the school curriculum

Target	Short, Medium, Long term	Strategies	Outcome
Lesson planning takes account of all learning styles	Medium/Long term	<ol style="list-style-type: none"> 1. Learning styles are identified on SIMS. 2. Staff training on use of SIMS in the classroom. 	Student learning styles are catered for through a range of activities in all lessons.
To enable students with English as an additional language to access the curriculum as they improve their language skills.	Medium term	<ol style="list-style-type: none"> 1. SENCO to prepare visual timetables for students. 2. SENCO to advise on and support preparation of resources for subject staff. 3. Online translation sites identified for students to use in lessons. 4. SENCO provides small group language support sessions for EAL students. 	Students with English as an additional language make good progress, according to their language development rate.
Subject staff receive appropriate inset or advice to enable them to support the needs of all students, including those with a disability.	Short/Medium term	<ol style="list-style-type: none"> 1. Audit of CPD needs carried out to establish priorities. 2. Planned programme of inset and advice delivered annually as required. New staff joining mid-year to be advised according to need. 3. Resources contained within the Inclusion Development Programme disseminated to staff to support understanding of pupil needs and learning difficulties. 	Learning is accessible to all students, whatever their disability or learning difficulty.

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Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

Target	Short, Medium, Long term	Strategies	Outcome
Alternative provision to enable disabled students to access Music lessons.	Short/Medium term	1. Review timetable to identify classroom space on the ground floor to establish additional music room. 2. Additional music room equipped as necessary.	Reasonable adjustments enable disabled students to access Music at ground floor level.
Provision of increased indoor areas providing activities during break and lunchtime, and shelter during inclement weather	Short term	1. Common Rooms identified for KS3 students to use at lunchtime. 2. All weather pitch to be used at lunchtime by all year groups. 3. Osborn Hall and K2 to be open at lunchtime for KS4 students. 4. Gym and Dance Clubs. 5. Information regarding activities displayed on boards in Osborn and Attimore quads.	A variety of activities are provided for all students, including those who are disabled.
All school buildings have a ramped access.	Medium term	Access ramps are provided for K block to facilitate access to new LRC areas.	Students and visitors in wheelchairs can access all school buildings.
Disabled staff, or those suffering temporary disability, are not required to cover lessons at first or second floor level.	Short term	Ensure Cover Manager is aware of any staff that are disabled or temporarily experiencing mobility difficulties.	The mobility needs of all members of the staff community are met.
Improvements are made to the external surface of Osborn quads.	Medium/Long term	Re-lay paving outside where it is uneven.	Disabled students and visitors can safely negotiate the school site.

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

Target	Short, Medium, Long term	Strategies	Outcome
To improve organisation skills of all students through provision of differentiated timetables	Short/Medium term	<ol style="list-style-type: none"> 1. Provide colour-coded and/or visual timetables for identified students. 2. Review layout of planners in January 2016 to place timetable at the front and ensure format is the same as printed timetables. 3. After school activities timetables on boards in Osborn and Attimore quads, and Year noticeboards. 	<p>All students are able to transfer timetable information to their planner, and follow their timetable, without confusion.</p> <p>All students aware of times of after school activities.</p>
Provide clear internal and external signage around the school site.	Short/Long term	<ol style="list-style-type: none"> 1. All classrooms are renumbered. 2. Secure signs are provided for B, M and L Blocks to indicate rooms accessed through each set of exterior doors. 3. Clear signs are provided directing visitors from the car parks to Reception at the front of the school. 	All students and visitors can confidently negotiate the school site.
Disabled students, staff and visitors are aware of fire and other emergencies	Medium term	Visual (Flashing) alarms are installed in the toilets and rooms where staff may be working on their own, e.g. Science Prep. Room.	All staff, students and visitors are independently alerted to fire and other emergencies.
To improve presentation of teaching materials to students	Short/Medium term	Staff training – Interactive Whiteboards, use of PowerPoint, Literacy – language differentiation.	All students are able to access teaching materials during lessons.

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Improved access to online learning materials	Medium term	<ol style="list-style-type: none"> 1. Staff training – using the website and show my homework. 2. New computers enable full access to integrated learning systems, e.g. Successmaker, Accelerated Reading. 3. Website/Show my homework identifies direct links to internal/external programmes, e.g. SAM learning, EAL sites. 	All students are able to access online learning materials throughout the school.
Advance information available on school activities	Medium term	<ol style="list-style-type: none"> 1. School calendar available online with updates on front page of Website. 2. SchoolKomms – half termly to year groups/whole school to inform about forthcoming events. 	Parents and students provided with advance information on school dates and activities.

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Management, Co-ordination and Implementation of the Accessibility Plan and Disability Equality Scheme

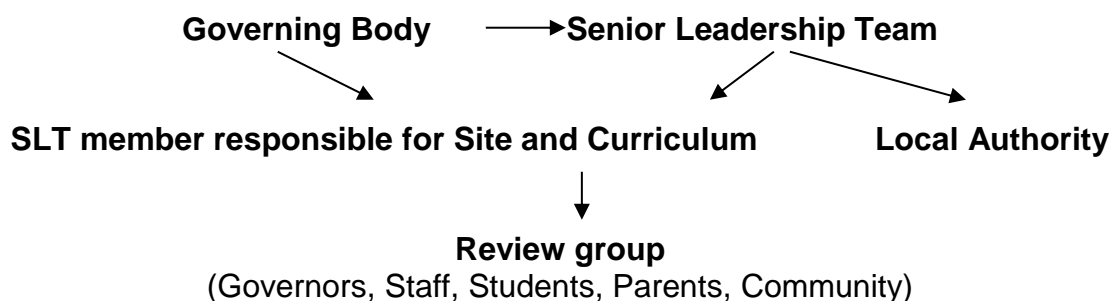
Co-ordination

The Accessibility Plan and Disability Equality Scheme should be read in conjunction with:

- ❑ School Improvement Plan
- ❑ Department and Year Improvement Plans
- ❑ Equal Opportunities Policy
- ❑ Special Educational Needs Policy
- ❑ Travel Policy
- ❑ Curriculum Policy
- ❑ Healthy Schools Framework

Implementation

Responsibility for the implementation of the plan and scheme lies with the Governing Body and Senior Leadership Team who will investigate funding opportunities and monitor the plan and scheme in terms of timescale.



Management

- ❑ Information will be sought from stakeholders at the Parents Evenings in each year.
- ❑ The review group will meet in June/July each year to review progress and evaluate the plan and scheme.

Availability of the Plan and Scheme

The plan and scheme will be available on the school website, in large font printed format and on audio tape.

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Disability Equality Scheme

Sir Frederic Osborn School acknowledges its responsibility to make adequate provision for the needs of all members of its community, including those who visit the school for whatever reason and those identified as disabled.

We acknowledge the need to monitor the effectiveness of the provision and make reasonable adjustments based on the views and experiences of all stakeholders.

We aim to:-

- ❑ Provide an environment where all members are accepted and valued.
- ❑ Promote the development of a diverse school workforce through recruitment and retention.
- ❑ Ensure that all information is accessible to all members of our community.

Involvement of stakeholders with a disability

Staff and students have been involved with the development of the scheme and parents were invited to contribute.

Arrangements for gathering data

Data for the Accessibility Plan is gathered as previously mentioned and the range of stakeholders will be increased to include disabled staff, governors and members of the local community.

Impact of policies and practices on pupils and staff with disabilities, including the recruitment and retention of disabled employees

The impact of policies and practices will be monitored through the use of questionnaires to parents on Learning Review Day in March each year, new parents in June and by the review group during the Summer Term.

Educational opportunities for those with a disability

Refer to the Accessibility Plan – Vision and Values.

How will data be used to inform and review action?

Baseline data, questionnaire data, P.A.S.S. (Pupil Attitude to Self and School).

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How will the impact of the scheme be measured?

The impact of the scheme will be measured through the annual review of the Accessibility Plan and examination results.

Statutory Duty with regard to Equal Opportunities

The school will take steps to ensure it delivers equality of opportunity and eliminates discrimination through the Accessibility Plan and associated policies and the annual review by the Governing Body.

Disability Related Harassment

The school will review, and monitor the practice of, the Equal Opportunities and Bullying Policies, the use of the Bullying and Racial Harassment log and develop the Peer Mentoring scheme.

Positive attitudes to Disability

The school will identify all staff development needs in order to promote disability awareness and the acquisition of skills to respond positively to all members of the community with a disability.

Within the curriculum, positive attitudes to disability will be encouraged within PHSE lessons and through the inclusion of images of disability within school publications to support the recognition and celebration of diversity.

The school has set the following priorities for the development and implementation of the Disability Equality Duty:

- ❑ To ensure the review group comprises representatives of disabled students, staff, parents, governors and members of the local community.
- ❑ To widen collection of information to include all stakeholders.
- ❑ To identify staff development needs to promote disability awareness.