

New Forest School



(Accessibility) Policy 2020-2024

Prepared by Duncan Smith 21st September 2020

Review Dates:

21st September 2021 ✓

21st September 2022

21st September 2023

21st September 2024

Contents	Page
Introduction	2
Principles	3
Making it happen	4
Monitoring and Impact Assessment	5
Plan	7-9
Assessment	10
Appendix	11-16

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 2010 (DDA) to cover education. The School has three key duties towards disabled students, 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 a substantial disadvantage;
- to plan to increase access to education for disabled students.

Special Educational Needs and Disability Code of Practice 0 to 25 years should be read in conjunction with this policy.

The DfES definition of disability

Guidance from the DfES states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent students, and students with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's Syndrome.
(See appendix A)

This Accessibility Plan sets out the proposals of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- To increase the extent to which disabled students can participate in the school
- Curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
- To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services. This would include physical aids and equipment to access education.
- To improve the delivery to disabled students of information which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

'A person has a disability if they have a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

(Equality Act 2010, Section 6)

Principles:

- Compliance with the above-mentioned legislation is consistent with the school's aims, Equal Opportunities Policy and the operation of the school's Special Educational Needs (SEN) Policy
- The school's admissions policy does not discriminate against disabled children
- We recognise that it is unlawful to discriminate against a disabled student by excluding him or her from the school for a reason related to the student's impairment
- When recruiting staff disabled people will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.
- We provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more 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
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting students young people and adults with disabilities

Information from student's data and school audit:

Information about the needs of disabled people will be gathered through:

- Students admission information
- Parental / Local Authority questionnaire
- SEN reviews/statement Transfers/EHC Plans
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of students with disabilities will be gathered through:

- Data analysis (progress made and value added scores)
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.
- SEN Register

Information is gathered as part of the school's self-evaluation process and Assessment for Learning Strategies and is used to inform future plans and schemes.

The main priorities in the school's plan:

- Increasing the extent to which more students with disabilities can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which students with disabilities, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to students with disabilities, young people and adults

Making it happen:

Audit, management, implementation and monitoring

Audit of provision

- Working towards Healthy Schools Status
- Children are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Children have individual learning targets, closely monitored and regularly reviewed
- Analysis allows us to measure the impact of intervention and support strategies for children on the Disability Register (DR)
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- SEN register is kept up to date
- Appropriate and specific intervention programmes for students with SEN
- Individual Learning Plans (ILPs) and reviews in place
- Advice is sought from SEN Support Service (SENS) Advisory Teacher, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) learning and teaching:

- We will review and monitor to ensure students with disabilities make progress in line with their abilities, we will then evaluate and adapt our practice accordingly (SEN Register)
- Academic progress is monitored
- Additional support (small group or 1:1) will be provided where needed
- Individual targets and ILPs ensure aptness of teaching and learning strategies
- Targets will be monitored regularly

- Targets and progress towards them will be reported to parents / local authorities regularly
- Individualised timetable where appropriate
- Review of policies in school is ongoing, including updates to the Anti-bullying and PSHE & Citizenship policies
- The school website will be reviewed when we adopt a Learning Platform and pages with information about links to disability will be built

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by students
- Visual timetables for some students
- Homeschool Link parents / carers
- Diary and news pages on the school website
- Informal discussions with parents / carers
- Emails and phone contact on a weekly basis with parents / carers
- Most information is available electronically and can be converted to other appropriate formats
- Twitter and Facebook where appropriate

The effectiveness of these adjustments will be monitored regularly and the opinions gained from the following:

- Students interviews (Pastoral)
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Senior Leadership Team will review the Action Plan annually during the Spring Term. We will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those students on our disability register.

The action plan will be evaluated and updated annually.

The disability register will be updated as and when necessary.

The school census will be updated annually.

Formal review of the scheme will take place after three years (September 2018)

- The impact of all school policies and practices on disability equality will be assessed at the time of review
- The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Getting hold of the school's plan

- The scheme will be available on the school website and hard copies produced on request.

New Forest School 2020-2025 Accessibility Plan

Policies and initiatives	Activity	Responsible	Timescale	Outcome
	Behaviour Policy Review	Duncan Smith	October 2021✓ October 2022✓ October 2023 October 2024	All staff informed of changes made to policy - Using EVERY
	Include information and key documents on school website/learning platform	Duncan Smith	January 2020	Improved Learning Platform (... Developed through COVID to ensure quality of access to education for students not able to attend.
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc. look at ways of reducing communication barriers for those with visual impairment or dyslexia	Jean Gammon	January 2020-On-going 2023	Read Write Ink Purchased - July 2020✓ Whole Staff Training Read Write Ink – Cancelled due to COVID 2020– Completed 2021✓ Libraries on all sites to be improved with wider reading opportunities and graded by Accelerated Reader & Read Write Ink. Ongoing 2022 Over 600 books purchased for Totton site to continue love of Literacy.✓ Dyslexia friendly reading material purchased for use in Literacy sessions✓ Phone contact via tutors on a weekly basis if email not deemed appropriate or accessible for parents/carers – Sept 2020 ✓

	Increase awareness of and positive attitudes towards disability through the curriculum	Duncan Smith /Subject Co-ordinators	September 2022	Curriculum meetings - Continual monitoring and on-going assessment of students. Noadswood Disabilities Sports Challenge and other events enabling access to students
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	Jean Gammon/Subject Co-ordinators	January 2020	Colour screens purchased for students with dyslexia-Completed Read Write Ink available to all students.✓ ICT - Dragon programme✓ Better visual displays and resource for students at all levels. Training delivered by OT's
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching.	Duncan Smith/Reviewed by Governors	October 2021 ✓ October 2022 ✓ October 2023	Reviewed and amended Sept 2021 Reviewed and amended Sept 2022
	Whole school training on Dyslexia and the impact for our students	Mark Fry/Lucy Manger	October 2022	Completed September Lucy Manger EP to complete further Dyslexia training in October 2022 as twilight sessions on all sites
	Whole school training on ASD – Delivered by Sandra Teale - MSA	Sandy Teale	Totton/Dibden January 2022✓ Fawley October 2022	Totton Complete January 2022

Collecting views to inform scheme	Activity/resources	Responsible	Timescale	Outcome
	Send out/collect in accessibility and whole school feedback questionnaires to parents/students	Duncan Smith	September 2021 ✓ September 2022 September 2023	Very positive feedback from parents carers – No specific information regarding communication issues or accessibility Sept 2021 Now parents and professional asked to complete feedback questionnaire at every review to enable continuous up to date feedback.
	Keep staff updated in terms of information sharing, training and collection of their views.	Heads of Site/ Duncan Smith	On Going	Added to fixed agenda for staff meetings – September 2022
	Discussion with parents and students at Parent's Evenings, IEP reviews, etc.	Mark Fry/Jean Gammon	On Going	Parents Evenings – Teachers to ask Parents/Carers about communication with the school. All parents contacted by SLT at the start of Year and ongoing contact with parents by Tutor teachers and TA's.
Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas –field, walkways into school	Mark Fry	November 2021 ✓ November 2022 November 2023	Premise audit completed at Water Lane, Dibden, OLC and Fawley. H&S Audit completed – Now using EVERY to record information.

	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	Mark Fry	September 2021	All access in good order, small ramp for main building.– Available when required New build at Dibden meeting building regulations and disabled access requirements, ramped areas.
	New signs to be put up around school site – warning drivers of speed restrictions and student movements	Mark Fry	September 2020✓	Completed Summer 2021
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget. (Further actions to be developed following audit).	Mark Fry	October 2020✓ October 2021✓	No other actions required. Oct 2021

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Update Disability Register. (Students and staff)	Duncan Smith/Jean Gammon	October 2021 October 2022	SEN register in place. Staff individual risk assessment where required. ✓ HR now completing Greater detail added to SEN register with whole school statistics – July2022
	Establish method of collecting data to analyse: ✓ Attendance ✓ Exclusions ✓ Academic Performance		January 2023	SEN Attendance Moving to Arbor from NFS Tracker. Will give greater access to whole school information – November 2022

Access to the Curriculum	Activity	Responsible	Timescale	Outcome
	<ul style="list-style-type: none"> ✓ Remind staff of Quality First Teaching and National Curriculum Inclusion Statement. ✓ Run staff meeting on “Reasonable Adjustments” 	Duncan Smith/Jean Gammon	November 2022	Refreshers for staff during – Staff meetings
	Share good practice relating to disability issues and data	Jean Gammon	On Going	Regular updates for staff during staff meetings-JG
	Monitoring of teachers’ planning will include careful consideration of differentiation and ‘reasonable adjustments’ made	Head of Site/Duncan Smith	On Going	To be checked during observations/learning walks on a termly basis. Peer obs. Performance Management
	Review of resources and ICT provision with consideration to suitability and development of students on DR	Duncan Smith/Jean Gammon/	January 2021	All students have access to IPADS – teachers to use as required to support learning in class.
	Resources, teaching aids, physical aids etc. To be documented in all areas of planning for individual students – (Disability Register) Incorporate in student profiles	Duncan Smith/SENCOs	October 2022	Jean Gammon/Duncan Smith to review access to resources for students with disabilities on all sites with Heads of Schools.
	Audit of staff training needs	/Jean Gammon	November 2022	Training plan developed for 2022-2023 DS/JG – Lucy Manger – Dyslexia etc. On-going training by LM

Assessment:

- The completion of essential set up tasks
- The impact of better awareness of everyone in school producing more positive opinions
- Improved academic results and standards

Making it happen

Management, coordination and implementation

- The Senior Leadership Team will take responsibility for the school's Accessibility Plan and set a clear direction and report on it annually.
- The views of pupils and parents/carers will be sought at Annual SEN Reviews/EHC Plan reviews. PEP/ LAC reviews.
- Progress towards meeting objectives will be monitored as part of the school self-evaluation process

Publications for Guidance

Accessible Schools: Planning to increase access
to schools for disabled pupils Issued to all schools in June 2002 (DfES Publications)

Schools Disability Code of Practice (DRC)	Disability Rights Commission
--	------------------------------

SEN Code of Practice	DfES
----------------------	------

DfES Guidance on Inclusive Schooling	DfES
--------------------------------------	------

National Curriculum 2000 Inclusion Statement	DfES
--	------

DfEE: Access for disabled people to school buildings (BB91) The Stationary Office

Useful telephone numbers:

Disability Rights Commission 0207 828 7022

DRC Helpline 0845 622 633

DfES Publications 0845 60 222 60

Ofsted Publications 020 7510 0180

QCA 021 8867 3333

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Students – from SEN register, medical record sheets and referral information
Parents/carers – from disclosure to the school or from referral information
- Staff – disclosure to the Headteacher in confidence or this will be part of our job application data.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses

		or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	