# Nyland Campus

# ACCESSIBILITY PLAN

# ACCESSIBILITY PLAN- 2015-2016

*We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Principal, SENCO and Estates manager are accountable for ensuring the implementation, review and reporting on progress of the Accessibility plan over a prescribed period.*

1. Nyland Campus Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan short, medium and long term  plan ahead of the next review date. This plan was updated in November 2015 to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA may monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. Nyland Campus plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

    • Improve access to the **physical environment** of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.

    • Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the School such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum.

    • Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

5.  The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6.  Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7.  The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

    • Curriculum
    • Equal Opportunities Policy and objectives
    • Staff Development
    • Health & Safety (including off-site safety)

       • Disability Equality Scheme
       • Inclusion
       • Special Educational Needs
       • Behaviour
       • School Improvement Plan
       • School Brochure and Mission Statement
       • Teaching and Learning Policy

8.      The Accessibility Plan will be published on the School/WHF website.
9.      The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.
10.    The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010


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**Accessibility Plan 2015-2016**
**Improving the physical Access**

| Planning area<br>**Access to physical environment** | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| Short term | All staff make classrooms accessible | Develop system to allow entry for wheel chair users | As necessary or by | Estates teams/Principal | Reasonable adjustments are reviewed and maintained and consistently updated to improve access and safety |
| Medium term | All staff make classrooms accessible | Ensure all classrooms are organised in accordance with pupil need. On-going training in disability awareness | As necessary | Principal | |
| Long term | Make entry to all areas more accessible for wheel chair users and others, think beyond the ramp. | Improve access to all areas during any re-design | Estates teams/Principal | Estates team/principal | Disabled pupils and visitors are able to access all areas of the school |
| Short term | Improve signage and external access for visually impaired | Replace external light bulbs immediately when blown | As necessary | Estates teams | Safety for the visually impaired is improved within the school environment |
| Medium term | | Review and paint yellow stripes on edges of all external steps | As necessary | Estates team | Access around the school site is improved |
| Short term | Ensure that all disabled pupils can be safely evacuated | Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils, where and when necessary | As and when necessary | Principal/staff | All disabled children and staff working with them are safe and confident in the event of a fire |
| Short term | Ensure all fire escape routes are suitable for all and free from obstruction at all times | Review means of escape for disabled pupils/visitors during review of fire risk assessment and fire drill practices, ensure staff are aware of the need to keep fire escapes clear at all times | As necessary | Estates teams/Principal/staff | All common facilities are located on the ground level with ramp access, all fire escapes kept clear and pupils have safe exit at all times. |

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**Accessibility Plan 2015-2016**
**Improving the physical Access**

| Planning area<br>**Access to physical environment** | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| Medium term | Disabled bay signage/markings | Keep under review the need for disabled parking | As necessary | Estates team/Principal | Accessible parking bay for disabled staff & visitors |
| Medium term | Ensure that access to school buildings and site can meet diverse pupils needs | Accessibility & clarity of signs around school<br><br>Awareness of independent access<br><br>Clear identification of room functions. | On-going | Estates teams/Principal/Staff<br><br>Principal/staff<br><br>Principal/staff | Access to school buildings and site improved |
| Medium term | Any redecorating or alterations within the school is sympathetic to the visually impaired | Advice taken re-lighting and colour schemes before any further decorating takes place. | As necessary | Estates team | The school decorates in a way that is sympathetic to the Visually impaired. |
| Long term | Provision/upgrades of disabled toilets-disabled toilet only in therapy centre. This toilet does need some internal work to make in completely accessible for a wheel chair. | Disabled toilets accessible for adults and pupils, keep under review and continue to audit disabled toilets as necessary | As necessary or by | Estates teams/Principal | Pupils and adults have access to a disabled toilet with adequate fixtures/fittings |
| Long term | Any future plans for further development of the building take DDA issues in to account. | Work with surveyors when planning modernisations. | As necessary | Estates team | Where it can be reasonably achieved, the school building continues to be accessible for all. |

**Accessibility Plan 2015-2016**
**Improving Access to the Curriculum**

| Planning area | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| **Access to the curriculum**<br>Short term | Ensure all Staff and governors have access to specific training on disability/equality issues | Use staff audit to identify training needs and inform professional Development process | | Principal/SENCO | Raised confidence of staff/governors in strategies for differentiation and increased pupil participation from a disability equality perspective |
| Short term | Ensure all staff are aware of disabled pupils curriculum access | Set up system for information to be shared with appropriate staff (including lunchtime supervisors)<br><br>Display information relating to individual pupils needs in staffroom | As and when necessary<br><br>As and when necessary | Principal/SENCO | All staff aware of individual pupils access needs.<br><br>All staff are aware of individual care plans for pupils with specific allergies, medical needs |
| Short term | Ensure all staff are aware of, and able to use, SEN software and resources | Audit all SEN ICT and other resources and make list available to all staff<br><br>Run individual training sessions on use of SEN resources | | Principal/SENCO/IT team | Wider use of SEN resources in mainstream classes |
| Short term | Ensure access to computer technology appropriate for pupils with disabilities | ICT plan includes prioritised list for computer technology as required for pupils with disabilities | As required unless needs of pupils in school require immediate action | Principal/SENCO/IT team | Access to appropriate computer technology will be improved for all disabled pupils |
| Short term | Reflect identified areas of need in lesson planning and delivery<br><br>On-going programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties.<br><br>Purchase of resources to increase student participation | Incorporate Quality First teaching into all planning | On-going | Principal/SENCO | Improved access to curriculum for all pupils |
| Short term | Ensure all policies consider the implications of Disability access | Consider all policies in view of priorities | On-going | Principal/Governors/Estates | Access to all aspects of school life for all students |

| Planning area | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| **Access to the curriculum**<br><br>Short term | Eliminate all discrimination and harassment of disabled pupils/stakeholders | Strict reporting and recording procedures to ensure that pupils/stakeholders with disability are not being bullied or harassed.<br>New staff to be aware of plan through induction | Allocated time system in place monitoring time | Principal/SENCO | Incidents of discrimination and harassment are zero |
| Short term | Ensure appropriate information and communication formats meet the individual needs of pupils and others with disabilities | Ensure different communication formats are available in school and are accessible.<br>Ensure that communication from school is accessible to all parents and carers. This should include website/noticeboards/phone calls/information sessions | On-going | School Office | The school is enabling pupils to learn and communicate through varied formats that are matching individual needs. The school monitors all communication formats to ensure all stakeholders are able to receive information |
| Short term | Review PE curriculum to ensure PE accessible to all | Gather information on accessible PE and disabled sports<br><br>See disabled sports people to come into school | As required | PE coordinator | All to have access to PE and able to excel |
| Short term | Increase  confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access<br><br>Assign CPD for dyslexia, differentiation and recording methods<br><br>Online learning modules if required | On-going and as required | SENCO | Raised staff confidence in strategies for differentiation and increased pupil participation |

| Planning area | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| **Access to the curriculum**<br><br>Short term | Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties | Employment of specialist support assistants with skills and expertise.<br>Specialists are used to work with pupils or provided training for staff | On-going | SENCO<br>Principal | Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities.<br>Specialised support and resources are used to meet the needs of children with a disability and special educational needs. |
| Short term | Heighten awareness of staff in relation to strategies and procedures employed by speech therapists for SLCD pupils | Provide training in relation to SLCD issues, for all staff | As required | Speech therapist/sensory team | Increased confidence of staff in supporting pupils with SLCD needs |
| Short term | Ensure all policies consider the implication of Disability access | Consider all policies in view of priorities | On-going | Governors | Access to all aspects of school life for all pupils |
| Short term | Monitor how well pupils with disabilities are achieving academically and socially | Identify which pupils with disabilities are SEN and those who are not. Include personalised learning plans, as appropriate.<br>All new staff to be aware of plan through induction | On-going | SENCO | Systems in place monitoring academic and social progression and differentiation.<br>Parents/carers are involved in process. |
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## Accessibility Plan 2015-2016
## Improving Access to the Curriculum

| Planning area | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| **Access to the curriculum**<br><br>Short term | Ensure all children have a provision map in place | Provision map is up to date and forms a key part of the planning and assessing process for all staff | Review every term | SENCO | Pupils are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children. |
| Short term | Promote positive attitudes towards pupils and all others with disabilities | Celebrate and highlight key national/local events such as Paralympics, deaf awareness and learning Disability week. Promote outside visits from disability groups | | All staff | Pupils are demonstrating that they understand and have a positive attitude towards disability |
| Short term | Recruitment policy | Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally | On-going | HR | People who have disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome |
| Short term | All staff able to deal with emergencies | All staff able to deal with emergencies impacting on pupils with disabilities. Nominated staff to be trained in use of specific medical equipment | On-going | All staff | All staff are showing confidence and competency in dealing with emergencies and unforeseen developments |
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**Accessibility Plan 2015-2016**
**Improving Delivery of written information**

| Planning area | Targets | Strategies | Timescales | Lead | Success Criteria |
|---|---|---|---|---|---|
| **Delivery of written information**<br><br>Short term | Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print in "simple" English | During induction | School Office | All parents receive information in a form that they can access |
| | | School office will support and help parents to access information and complete school forms | On-going | School Office | |
| | | Ensure website and all document accessible via the school website can be accessed by visually impaired | Current | School Office/website design team | All parents understand what are the headlines of the school information |
| Short term | Improve the delivery of information in writing in an appropriate format | Provide suitable enlarged, clear print for pupils with visual impairment | As required | Office/staff | Excellent communication |
| Short term | Ensure all staff are aware of guidance on accessible formats | Guidance to staff on dyslexia and accessible information | On-going | SENCO | Staff produce their own information |
| Short term | Annual review information to be as accessible as possible | Develop child friendly IEP review formats | On-going | SENCO | Staff more aware of pupils preferred method of communication |
| Short term | Languages other than English to be in school | Some welcome signs to be multi-lingual | | EAL co-ordinator | Confidence of parents/Carers to access the child's education |
| Short term | Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing of language | Access to translators, signs language interpreters to be considered and offered if possible. | As required | SENCO | Pupils and/or parents feel supported and included |
| Short term | Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard of printed information | Ensure website is fully compliant with requirement for access by persons with visual impairment.<br><br>Ensure Prospectus is available via the school website. | As required | Web site designer, School Office | All can access information about the school |