

ACCESSIBILITY POLICY

Date for renewal/updates/review	February 2021
Named person responsible for monitoring	Business Manager
Agreed by FPH&S Committee	February 2018

1. Introduction and Aims

At Sir William Ramsay School our priority is to ensure that our students, staff and visitors feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can be. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for students and prospective students, staff, parents and visitors with a disability.

Whilst the school is over 40 years old, much has been done to ensure that access to the site is not disadvantageous to disabled users. The school offers wheelchair access, disabled toilet facilities and clearly marked floor edges, etc. for people with visual impairment.

In this policy we will outline how we can promote disability equality for all disabled students, staff, parents, governors and visitors to our school. We have a duty to publish our Accessibility Action Plan which explains how we are doing now, and what we plan to do over the next three years.

2. Background

The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This policy sets out the proposals of the Governing Body of Sir William Ramsay School to ensure our practices and policies comply with these acts and increase access to education for all students with a disability. It is our duty to make sure that:

- We do not to treat disabled students less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled students;
- We do not discriminate against anyone as explained in the DDA, 1995;
- We do not allow any form of harassment of people with a disability;
- We will promote positive attitudes towards anyone living with a disability;
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school;
- We will encourage full participation by everyone in our school activities.
- We recognise that not all disabilities are visible and will include such individuals equally with other disabled persons

Our accessibility action plan (attached) is resourced, implemented, reviewed and revised annually.

3. Definitions of Disability

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

- substantial
- long-term, and
- has an adverse effect on his/her ability to carry out normal every day activities.

4. Principles

Compliance with the above-mentioned legislation is consistent with the school's Aims, Equality Policy and the operation of the school's Special Educational Needs (SEN) Policy. Buckinghamshire County Council as an Admissions Authority, informs our Admissions Policy and does not discriminate against any disabled child.

We recognise that it is unlawful to discriminate against a disabled students 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 pupils. Our curriculum endorses the key principles in the National Curriculum 2000, 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 and adults with disabilities.

5. Purpose and direction of the school's plan

The Sir William Ramsay School Accessibility Action Plan (AAP) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled students, staff, parents and visitors.

6. Information from student data and school audit

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

- Student's admission information
- Parental questionnaire
- SIMS data
- SEN reviews/statements
- Recruitment process

- Discussion with relevant medical professionals and other outside support agencies.

Achievements of our students will be gathered through:

- Data analysis (progress made and interventions needed)
- Records of achievement
- Celebration assemblies, certificates, letters home, etc.

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

7. Consultation

Sir William Ramsay School has worked closely with colleagues from the County Council and the NHS to help develop and maintain the best possible access arrangements for students, staff and visitors. The following was considered:

- Enabling safe, easy and confident movement around the building and grounds,
- Having equal opportunity to access lessons and other activities.

To ensure Sir William Ramsay School is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of the AAP include:

- Students
- Parents of students
- Staff
- Members of our community with relevant experience
- Local Authority premises and education departments.

As a further discussion point, the views of parents have been sought to determine:

- How we could improve communication between home and school
- How we could raise awareness of accessibility issues so that all members of the school community could be more involved in every aspect of school life.

8. The Main Priorities in the School's Plan

- Increasing the extent to which disabled students, young people and adults can participate in the school curriculum;
- Improving the physical environment of the school to increase the extent to which disabled students, 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 disabled students, young people and adults.

9. Making It Happen

Audit, management implementation and monitoring:

- Students are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all;

- Students have individual learning targets, closely monitored and regularly reviewed;
- All staff are trained in Assessment and this continues to be developed and updated;
- Analysis of pupil assessment data allows the school to measure the impact of intervention and support strategies for all students;
- Teaching assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities;
- SEN information on file (SIMS) is kept up to date and is accessible to staff;
- Appropriate and specific intervention programmes for students with SEN are documented in their care plans;
- Education Health and Care Plans are reviewed and amended where necessary
- Advice is sought from appropriate outside agencies to provide staff with information about making 'reasonable adjustments'.

Making reasonable adjustments

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

- a) the building and grounds:
 - Structured and supportive break time and lunchtime activities
 - Ensuring all adjustments to current buildings are DDA compliant
 - Flexibility of seating arrangements to suit need
 - Addressing the acoustics within a room

- b) teaching and learning:
 - We will review and monitor to ensure disabled students make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
 - Academic progress is monitored and additional support (small group or 1:1) will be provided where possible
 - Individual targets and EHCPs ensure aptness of teaching and learning strategies
 - Targets will be monitored regularly
 - Targets and progress towards them will be reported to parents regularly
 - Using SISRA, and lesson monitoring in school by senior staff, we are able to track and analyse the achievement of all our students
 - Review of policies in school is ongoing, including updates to the Anti-bullying Policy.
 - The school website will be reviewed and pages with information about links to disability will be built

- c) communication methods
 - Use of interactive whiteboards
 - Use of ICT resources
 - Visual timetables for some students
 - Newsletters to parents
 - Communication books
 - News pages on the school website
 - Informal discussions with parents
 - Telephone messages and conversations with parents
 - Most information is available electronically and can be converted to other appropriate formats
 - Governor attendance at school functions

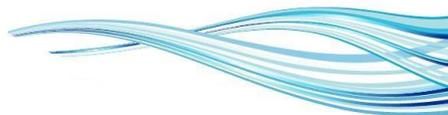
The effectiveness of any adjustments will be monitored regularly and the opinions of our stakeholders canvassed. Feedback will come from:

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

10. Monitoring and Impact Assessments

The Governing Body will review the Action Plan annually during the Spring Term. They will measure the impact of any changes or initiatives on the quality of school life for all stakeholders, and will prioritise developmental projects by compliance with regulations, sustainability and availability of funding.

- Formal review of the plicy will take place after three years
- The impact of all school policies and practices on disability equality will be assessed at the time of review with the Governing Body.
- The school will report on the plan annually.



Accessibility Action Plan

Priority	Target	Action	Responsibility	Success Criteria
Curriculum	To ensure all new starters are able to access the curriculum regardless of any disability	Identify students as part of Transfer Process who may need additional/ different support or provision	SENCO	Procedures are in place to ensure that all students starting at SWRS have the appropriate equipment and support
	To ensure all new students can access all classrooms and shared learning spaces	Create access and evacuation plans for individual students where required	SENCO	Access and evacuation plans are followed
	To ensure all new students can access all classrooms and shared learning spaces	Plan timetable and room allocations to ensure students can access the room that has been allocated for their class	Heads of Department	All students are able to be part of their allocated class
	To ensure all students participate in off-site educational visits	Risk assessments for all trips to be in place. Pre-visits to take place by lead and/or specialist teacher.	Educational Visits Coordinator	All students will access all academy trips and visits regardless of any disability
Physical Environment	Outdoor paths and social areas will be kept clear of hazards	Facilities Manager will complete daily site safety checks All leaves and snow will be removed from pathways	Facilities Manager	Access routes will be clear of hazards
	Lifts will allow students and staff with physical disabilities to access first floor areas	Regular lift maintenance inspections carried about by specialist company	Facilities Manager	Lifts remain operational at all times
Written	To ensure all written	Audit the library to ensure access	Resources	Non/ limited English

Information	communication reflects the diversity in spoken language by parents across the academy	to bi-lingual texts for students to share with parents	Manager	speaking parents will have access to key information from the academy
	To increase the variety of ways information is shared	Use of School Comms to send text messages to parents Digital newsletters shared via email Increase publicity of academy social media sites to share information	Business Manager	All information sent home will be sent in a variety of ways ensuring easy access via any means
	To ensure anyone with a visual impairment is able to access written information	Raising awareness of font size and page layouts to support students with visual impairments. Audit the signage around the site to ensure it is accessible to everyone	Business Manager	Anyone with a visual impairment will have access to written information