

ACCESSIBILITY PLAN

Definition of Disability

A person suffers a disability if he or she has a physical or mental impairment that has a significant or long-term adverse effect on his/her ability to carry out normal activities.

Aim

To include all pupils, including those with disabilities, in the full life of the school.

Objectives

- To ensure that Admission policies neither directly nor indirectly discriminate against those with a disability
- To ensure that there is full access to learning opportunities for all students both through mainstream provision and through extension curriculum or extra curricular activities.
- To improve the physical environment of the school both through the sensitive design of new buildings and where practical, the adaptation of existing accommodation.

Admission

- (i) The school's over-subscription criteria gives preference to those with qualified admission test scores who have a Statement of Special Needs which names the School.
- (ii) Where appropriate, admission tests will be modified to take account of specific disability.

Access to the Curriculum

- (i) The annual programme of staff development and support will incorporate needs arising from meeting specific needs. In many cases this will be in response to needs identified in the Annual Review Statement of the individual statement.
- (ii) The school will ensure that appropriate individual support, consistent with resource availability is provided to aid individual learning.
- (iii) Extension and Enrichment activities will be planned within a strategy of inclusion (see matching the Curriculum to Individual Needs Policy).
- (iv) Within the resources available, the school will seek to provide appropriate learning aids.
- (v) Timetabling will consider fully the most effective ways of meeting the needs of all students including those with disability. Such consideration will incorporate issues of Physical Access and the most effective use of teaching and support staff to meet individual needs.
- (vi) Through a curriculum which promotes positive images of the disabled.

Physical Environment

- (i) The Board of Governors is committed within resources available to take all reasonable steps to improve the physical environment of the school to support matching provision to individual learning needs.
- (ii) The Annual Audit of the Grounds and Buildings will identify specific needs and report on progress in meeting such needs.
- (iii) Planning of new construction will be sensitive to meeting standards consistent with disability needs and giving due consideration as to how identified deficiencies in the Accessibility Audit Plan can be met.
- (iv) The school site with 11 accommodation blocks/areas with independent access, together with substantial 1927 buildings, and varied ground level presents very significant problems, requiring very significant Capital Investment (see Audit and 3 Year Plan).

Monitoring of Policy

Policy will be monitored through:

(i) **Monitoring Admissions Policies and Practices to Identify:**

- Equitable assessment through admission tests
- Appropriate support and access for test candidates (including off-site provision)
- Appropriate application of admission criteria

(ii) **Monitoring Attainment against appropriate challenging targets to identify:**

- Even access across the curriculum
- The progress of any Action Plan/Review Statement
- Evaluation of the effectiveness of support provision
- That the needs of progression are being met
- The quality of experiences are consistent with those of all pupils
- That school report reflect, or consider Review Plan Targets

(iii) **Attendance**

- Monitoring attendance, and evaluating the effectiveness of support mechanisms in ensuring that learning needs are met
- Using where appropriate, distance learning, home tutoring and study support materials. Monitoring of (ii) above will incorporate the effectiveness of absence provision.

Rewards and Sanctions

- Through the general audit of rewards and sanctions policies, checking that policies are applied fairly and sensitively to each individual pupil.

Representation of Governors

Governors will be incorporated into any review through

- (i) An annual report to the Curriculum Committee on the effectiveness of curriculum provision in meeting individual need and the Committee setting, where appropriate, targets for the School Development Plan.
- (ii) Through an annual audit of premises by the Ground and Buildings Committee, leading to the identification of progress and further targets.

Evaluation

The policy will be reviewed annually and a full evaluation undertaken within a 3 year cycle.

STRUCTURE PLAN

A.2.8

Focus	Current Situation	Target
<p>Admissions</p>	<ul style="list-style-type: none"> • Flexible testing arrangements to meet individual needs • Modified entrance assessment for Hearing Impaired students • Liaison with feeder schools • Admission over-subscription criteria needs to incorporate Statement of Needs applicants 	<ul style="list-style-type: none"> • Re-write admission criteria for entry 2004
<p>Curriculum</p>	<ul style="list-style-type: none"> • Learning plans in place for all disability students • HMI/Ofsted Reviews confirm effectiveness and excellent progress (December 2002) • Excellent Hearing Support Assistants • Some teaching rooms have poor acoustics • No loop system in the Hall/environmentally poor 	<ul style="list-style-type: none"> • Further integrate professional development training of Hearing Support Assistants • Retention/recruitment/professional development requires review of pay-scale of LA to provide a career development framework (2003/2004) • Consider where appropriate minor changes • Submit medium term plans for development of the hall (year 2004). Incorporate HI needs into proposals.

Physical environment		
Focus	Current Situation	Target
1. Admin/Reception	<ul style="list-style-type: none"> No access for disabled. Poor lighting 	<ul style="list-style-type: none"> 2003 – re-model (Seed Challenge Bid)
2. School Hall	<ul style="list-style-type: none"> Poor acoustics as Hall was originally designed for sport. Excludes HI pupils from a range of activities (assembly, concerts, drama). 	<ul style="list-style-type: none"> 2004. Integrate needs of disabled into re-modelling plans. Major investment required (£100,000) seek grant support and contribute part of school budget
3. Chemistry Block	<ul style="list-style-type: none"> Difficult access (steps and narrow doors and upper floor) 	<ul style="list-style-type: none"> 2004/2005 – if Bid for re-housing Technology is successful, re-model vacated area to provide effective access to Science (School contribution £150,000)
4. Biology Block	<ul style="list-style-type: none"> Major problem. All specialist rooms on upper floor. No room for lift access. Fire escape onto roof suited only to fully mobile. 	<ul style="list-style-type: none"> No ready solution without major capital investment Interim compromise would involve timetabling into non-specialist lab.
5. Technology	<ul style="list-style-type: none"> Very small multi-media rooms create over-crowding for able-bodied and make wheel-chair provision impossible within the constraint of safety needs 	<ul style="list-style-type: none"> 2003 Bid for new Technology block although 2 storey plans would allow replication of facilities at ground floor level (School contribution £150,000) Time scale: led by funding
6. Original Building 1927 construction	<ul style="list-style-type: none"> 10 classroom areas with steps down from upper level and internal corridor steps. All rooms access only through raised step ramping the corridor would pose Health and Safety problems for general use small classroom could not function as effective learning environment if internal ramps were projected into the rooms. 	<ul style="list-style-type: none"> There appears no ready cost effective solution that both reconciles access needs, and the needs of the teaching environment. 2004/2005. Commission a survey on possible solution 2004/2005. Determine a potential premises Development Plan (Access)