

Okehampton College Accessibility Plan 2017-2020



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At Okehampton College our values reflect our commitment to a school where there are high expectations of everyone. Students are provided with high quality learning opportunities so that they each attain and achieve all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Okehampton College is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Okehampton Accessibility Plan shows how access is to be monitored and improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

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The Accessibility Plan contains relevant and timely actions to:-

- **Increasing the extent to which disabled pupils can participate in the curriculum:**

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

- **Improving the physical environment of schools:**

This strand covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

- **Improving the availability of accessible information to disabled pupils:**

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels) . This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

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Increasing Accessibility

Strand A: Increasing the Extent to which disabled pupils can participate in the school curriculum.

	Target	Provision	Time Scale	Who	Outcome	Progress
Short Term	Increase levels of training/skills for all staff for both common and specific disabilities (physical, medical and learning)	Visit from advisory teacher for hearing impaired.	September 2017 initially then termly/as required.	KM JP CL	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum. All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	
	Increase confidence of all staff in differentiating the curriculum to meet all needs.	Visits from appropriate professionals to support with curriculum planning: Education Psychologist; Communication and Interaction Team; Speech and Language Team; CAMHS; Occupational Therapists; Physiotherapists.	Ongoing	KM	Raised staff confidence in strategies for differentiation and increased pupil participation. Reports stored centrally and strategies shared with all staff. Raised confidence of support staff	
	Liaison with support agencies to ensure rapid response to perceived needs. e.g. visits by the advisory teacher for hearing impaired, visits by Portage to ensure smooth transition into school.	Arrange visits when needed	In place and ongoing	KM JP	As above	
	All out-of-school activities are planned to ensure the participation of the	Review all out-of-school provision to ensure compliance with legislation	September 2017 - Review of CEW	AS	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future	

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	whole range of pupils.		activities		legislative requirements Increase in access to all school activities for all disabled pupils.	
	Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	October 2017	All Staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Access to the Curriculum	
Medium Term	Staff training in supporting pupils with SEND – focus on key areas of need within the school.	Undertake an audit of staff training requirements Identify gaps in knowledge and seek external advice if necessary SLT to monitor quality of differentiation and provision for SEND pupils.	July 2018 Ongoing due to staff turnover and arrival of new students	HoF KM	All teachers can more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the curriculum	
	All educational visits to be accessible to all	Provide guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness.	July 2018	AS	All pupils in school able to access all educational visits and take part in a range of activities	
	Continue to review all curriculum policies ensuring that provision is made for SEND	Staff discussion in staff meetings Governors	Ongoing as policies are reviewed and updated	Govs	All policies contain statements that detail arrangements for SEND	
	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum, to meet	Staff meetings CPD INSET	To form part of Performance Management focus	KM SLT HOF	Pupils with SEN make good progress, as planned learning is differentiated to meet their needs	

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	the needs of different groups of learners, by improving the quality of differentiation of the curriculum.		throughout 2017-18			
Long Term	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.		PE staff	All to have access to PE and can excel.	
	To increase classroom resources for the disabled e.g. laptops, large print books and specific furniture	Specific training in word processing skills through Touch Type Programmes. Sloping boards for pupils with fatigue problems / physical disability. Coloured overlays for pupils with visual difficulty. Specially shaped pencils / pens for pupils with grip difficulty. Liaise with outside agencies. Correct sized spacing according to need in exercise books	In place and ongoing	KM All staff	Pupils have access to laptops, suitable seating, large print papers, coloured overlays,	
	Audit of library and reading books to ensure positive images of disabled children	Regular reviews and updates of book stock	Ongoing	PG	Pupils are presented with positive images of disabled children	

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Strand B: Improving the Physical Environment of schools

	Target	Provision	Time Scale	Who	Outcome	Progress
Short Term	Through ongoing monitoring ensure where possible, that the layout allows access for all pupils, particularly ramping.	Inspections every 6 months. Findings monitored by FSHR Committee	Ongoing	JW	Clear layout enabling all pupils free flow throughout school	
	Staff training/reminders of the importance of continued and easy access for disabled throughout school.	Awareness raised during staff briefings and newsletter – termly.	When required		Raising awareness of issues affecting disability	
	Review school evacuation procedures for those with profound hearing/visual impairment. Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties following the Fire Evacuation Plan for the site. PEEPs drawn up in consultation with student and parent/guardian and reviewed annually and stored centrally on SIMS and in file in reception. Monitored by FSHR Committee at annual review of fire risk assessment	Termly – during fire drill	JW	Improved safety All disabled pupils and staff working alongside are safe in the event of a fire or need for evacuation	
	All fire escape routes are suitable for all	Make sure all areas of school have wheelchair access Access/egress routes visual check 6 monthly.	Ongoing	JW	All disabled staff, pupils and visitors able to have safe independent egress	

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	Accessible toilet facilities	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin – 2 additional unisex toilets in maths block	Sept 2017	JW		
Medium Term	Steps are clearly marked	External Steps: Mark steps with yellow highlighting paint in the following areas: steps up to both playground areas.	Autumn Term	JW		
	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IP process when required. Be aware of staff, governors and parents access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process.	Ongoing	KM with JW	All staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention.	
Long Term	Ongoing reviews to maintaining and improving the physical access.	<ul style="list-style-type: none"> • Additional Accessible Car Parking • Dropped kerbs either side of main vehicle entrance • Doors • Staircases • Doors at tops of stairs to prevent wheelchair users accessing stair case • Accessible toilet • Adapted wash basins to be at wheelchair height with space 		JW	<ul style="list-style-type: none"> • Bays to be signed • Pedestrian access marked • Anti-glare film to be applied to the doors • Colour-contrasted handrails to both sides of staircases • Doors • Unisex accessible toilet • e.g. counters in reception being lowered to an acceptable wheel chair height with knee space under 	

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		<p>under for wheelchair to allow user to get close to wash basin</p> <ul style="list-style-type: none"> • Any improvements/changes to building to consider improving physical access • External Steps marked with yellow highlighting paint • Corridors • Changing and Shower facilities 			<ul style="list-style-type: none"> • Keep corridors clear from obstructions. 	
	Review/ improve if necessary signage (general) including replacement with high visibility signs. Consideration of appropriate colour schemes when refurbishing to benefit pupils with visual impairment.	Exit signs replaced where necessary	When required	JW	Smoother movement throughout school	
	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign		JW	Re-designed buildings are usable by all.	
	Ensure access to reception area to all	Improve access to reception area during any re-design. Develop system to allow entry for wheel chair users.		JW	Disabled parents/carers/ visitors feel welcome.	

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Increasing Accessibility

Strand C: Improving the Delivery of Information to Disabled Pupils and Parents

	Target	Provision	Time Scale	Who	Outcome	Progress
Short Term	<p>To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats eg large print for visually impaired pupils and visual format for pupils on Autistic spectrum.</p> <p>To be extended to parents via request about disability on entry forms into school</p>	<p>Training for staff from the advisory teacher for the visually impaired</p> <p>Regular liaison with the teacher for hearing impaired</p> <p>On entry form to be changed to reflect this additional requirement for information.</p>	Ongoing	KM JP CL	<p>Improved delivery of information for disabled pupils</p> <p>The school will be able to provide written information in different formats when required for individual purposes</p> <p>Improved delivery of information for disabled parents of pupils.</p>	
Medium Term	<p>Make available school brochures, school newsletters and other information for parents in alternative formats</p> <p>Improve the delivery of information in</p>	<p>Review all current school publications and promote the availability in different formats for those that require it.</p> <p>Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms. Ensure website and all</p>		KM JW	<p>All school information available for all.</p> <p>Delivery of school information to parents and the local community improved.</p> <p>Excellent communication</p>	

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	writing in an appropriate format	document accessible via the school website can be accessed by the visually impaired. Provide suitably enlarged, clear print for pupils with a visual impairment.			Staff more aware of pupils and parents preferred method of communication.	
	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	July 2018	KM		
	Languages other than English to be visible in school	Some welcome signs to be multi-lingual			Confidence of parents to access their child's education	
	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As and when required		Pupils and/or parents feel supported and included	
Long Term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of print	Ensure website is fully compliant with requirement for access by all Ensure Prospectus is available via the school website.		JW CV	All can access information about the school	

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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. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
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- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

A plan of the school buildings showing areas of accessibility is shown below: