

## Accessibility Plan 2016-2017

### Overview

The Sittingbourne Community College recognises that many of our pupils, staff and visitors have individual needs when using the school site and facilities. We also recognise that for some pupils, the nature of their disabilities may mean that they experience specific challenges related to accessing education and the environment. As part of our on-going commitment to the delivery of an inclusive education we will endeavour to ensure that disabled pupils receive the same standards of education as their non-disabled peers.

The SEN and Disability Act 2001 extended the Disability Discrimination Act to cover education. The Governing Body, therefore, has three key duties towards disabled pupils, under Part 4 of the Act.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils.
- Continue to increase access to educational opportunities for disabled pupils.

The Sittingbourne Community College will:

- Inform all staff that it is our duty to ensure the inclusion of disabled pupils. This information will include the legal obligations of staff and the school.
- Provide appropriate disability awareness training opportunities for staff, which explain the implications and obligations of inclusion for all staff.
- Promote the adoption of disability awareness and inclusion by our external agencies and partners, where appropriate.
- Make sure admission information is accurate and appropriate.
- Admission information will be shared with specific staff who lead aspects of inclusion, ensuring that additional support and resources are in place and staff are advised of any specific strategies or needs.
- Consult with disabled pupils, their parents, staff and external agencies.
- Where possible and within budget, improve access for disabled pupils when additional changes may be needed, beyond those already in place.
- Regularly review whether the education provision available is accessible and effective.
- Make reasonable adjustments to ensure maximum access to facilities and equipment.

## Education

The Sittingbourne Community College provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We encourage the development of preferred learning styles and endorse the key principles in the National curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Staff work hard to meet the needs of all pupils with regards to accessing the curriculum and school life. This is supported by the Senior Leadership Team and governors. Each pupil is viewed as an individual and is supported in their progress towards an independent and successful future.

## Action Plan

Key area	Actions	Outcome	Time frame	Evaluation
The physical environment : Ensure that the environment is accessible to all pupils, staff, parents and visitors.	Parents evening letters and external meetings include a request to inform the school if disabled access is required.	Parents and external agencies inform the school of any disabled access requirements and their needs are met.	On-going on a termly basis.	To be reviewed on a regular basis by the AHT for vulnerable groups and ensure that any arising actions are carried out. The AHT for vulnerable groups will also inform the senior leadership team.
	Arrangements for the use of lifts, alternative meeting venues, designated parking and additional staff support such as BSL signing is made available for school events such as parents' evening, open evening and school shows.	When a disability means that a parent is unable to leave their house, home visits have been completed.	On-going on a termly basis.	
		When a disability has caused long periods of absence from school and the involvement of hospital school,	On-going on a termly basis.	

Key area	Strategy	Outcomes	Time frame	Evaluation and actions
<p>The physical environment : Ensure the environment is accessible to all pupils, staff, parents and visitors.</p>	<p>Use portable ramps to allow access to ground floor rooms when needed.</p> <p>For temporary injuries which mean pupils use crutches or are in a wheel chair, alternative ground floor working areas will be used in buildings where there are no lifts.</p> <p>Those pupils with long term physical disabilities maybe accommodated at our Trust partner school – Westlands.</p> <p>Ensure installation of blinds in classrooms with projection facilities to give benefit to any pupil with visual impairment and to ensure projections are fully accessible.</p>	<p>curriculum information is collated and shared with hospital school or external tutors.</p> <p>When pupils are not able to work in their usual classrooms, learning leaders and leaders of our resource provisions will collate work to ensure that no pupil is disadvantaged.</p> <p>The SENCO is in regular contact with the SENCO at Westlands and discuss cases as and when they arise.</p> <p>All rooms have blinds and no pupils are disadvantaged due to lighting.</p>	<p>On-going on a termly basis.</p> <p>On-going on a termly basis.</p> <p>Actioned as and when appropriate.</p> <p>Actioned as and when appropriate.</p>	<p>All staff must inform the premises team of any blinds that require attention.</p>

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The physical environment : Ensure the environment is accessible to all pupils, staff, parents and visitors.	The school will continue to incorporate current accessibility levels in all new buildings and refurbishment work.	Where refurbishment has taken place, appropriate modifications have been made such as widening of doors. Accessibility levels are also addressed in our new building project.	Actioned as and when appropriate.	Personnel will continue to inform the head teacher of any amendments needed.  The leadership team will continue to monitor pinch points and take any necessary actions identified.
	Necessary adjustments are also made for staff. For example, ground floor teaching classrooms if needed, the location of classrooms are considered and amended timetables are provided for support staff when needed.	All possible adjustments and amendments for staff are in place.	Actioned as and when appropriate.	
	A successful one way system is in place at pinch points within the school.	Though the use of signage and staff, the one way system is enforced and allows for the safe movement of staff and pupils.	On-going on a daily basis.	

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The physical environment : Ensure the environment is accessible to all pupils, staff, parents and visitors.	Ensure that PD students have fire evacuation plans.	Amended procedures are in place for the evacuation of PD pupils.	On-going on a termly basis.	The evacuation plans for PD pupils will be reviewed through their plans and during fire evacuation practises. JDA to ensure that PD fire evacuation plans are regularly updated.
Access to the curriculum: All areas of the curriculum should be as accessible as possible for all pupils.	<p>Provide inset training and additional bespoke training to enable staff to use and embed strategies needed.</p> <p>Regular reviews of the progress of pupils with a disability, identifying how effectively their needs are met and further actions needed to promote progress and well-being.</p>	<p>Whole school and bespoke staff training is in place. The needs of pupils are also shared through the SEN directory which incorporates effective strategies. Teaching and learning staff briefings share relevant information and strategies.</p> <p>Triangulated sharing of information between resource provision leaders, the SENCO, the AIM team, community teams and teaching staff.</p>	<p>Training has been planned for this academic year. Additional training is provided as and when identified.</p> <p>On-going.</p>	<p>Resource provision leaders , AHT for vulnerable groups and the DHT and AHT for teaching and learning will need to regularly triangulate information and make the necessary emerging actions.</p> <p>The AHT for vulnerable groups will triangulate information between different teams to ensure all information is shared and review the impact of this.</p>

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<p>Access to the curriculum: All areas of the curriculum should be as accessible as possible for all pupils.</p>	<p>Provide pupils with the appropriate access arrangements for examinations.</p>	<p>These are in place.</p>	<p>External deadlines.</p>	<p>Subject leaders and staff must support the SENCO with the sufficient evidence required to apply for access arrangements in a sufficient time scale.</p>
	<p>Lead members of staff who have expertise in specific SEN disability needs and are responsible for sharing strategies and ensuring the mainstream core teaching standards are met and no pupil with a disability is disadvantaged.</p>	<p>These members of staff work closely with community teams, leadership teams and teaching staff to provide additional guidance.</p>	<p>On-going.</p>	<p>Resource provision leaders, the SENCO and AHT for vulnerable groups will update the DHT and AHT for teaching and learning on a regular basis to ensure the needs of pupils are met in the classroom.</p>
	<p>Additional audiology equipment is in good working order to support accessibility.</p>	<p>Audiology equipment is well maintained by staff within the resource provision and used by all teaching staff when required.</p>	<p>Timescales arranged with audiology departments.</p>	
	<p>Visiting audiology clinics take place within the resource provision for hearing impaired pupils.</p>	<p>This works well in reducing absence due to attending audiology clinics and allows resource provision staff to share concerns and gain advice.</p>		

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<p>Access to the curriculum: All areas of the curriculum should be as accessible as possible for all pupils.</p>	<p>Cross resource provision interventions to maximise targeted intervention and provision to promote progress and well-being.</p> <p>All hearing impaired pupils access lessons with other pupils through the support of resource provision teaching assistants.</p> <p>Deaf CAMHS training for resource provision staff.</p>	<p>This was put in place in September 2016 and is working effectively. It has had a noticeable impact on pupil progression and engagement.</p> <p>CAMHS training is planned to take place and will be rolled out as a cross provision intervention to ensure no pupils with a disability are disadvantaged. Pupils with a disability that are not attached to the hearing impaired provision will also have access to staff that have received training. It is expected that this will support pupils to develop effective learner behaviours that are currently barriers as a consequence of their life experiences.</p>	<p>Termly</p>	<p>AHT for vulnerable groups will review the impact of this with resource provision leaders and strategically lead the further development of cross resource provision intervention and provision in the classroom.</p>

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Social inclusion: Pupils with disabilities will be included in all aspects of school life.	BSL signage in place in key locations to promote inclusion and to raise deaf awareness.	This is in place.	Frequent walks around the school to review and maintain signage.	The leader of the hearing impaired provision will ensure that all signage is well maintained and new signs are in place where needed.
	Timetables for pupils with disabilities provide a full range of subjects and pupils attend tutor time.	This has ensured that when interventions take place, they are thoughtfully timetabled so that pupils access all aspects of the curriculum, are able to interact with other pupils and school life activities/initiatives.	Termly.	The leaders of resource provisions should continue to work with teaching staff and teaching assistants to promote interaction between resource provision pupils and other pupils.
	An anti-bullying and discrimination policy is in place.	Green forms are used by staff to record and monitor the use of discriminatory language. Incidents are dealt with effectively. Restorative justice meetings are held to support pupils to identify how and why discrimination is wrong and how to demonstrate appropriate behaviours.	On-going.	ANB to continue to review the use of green forms and feedback to leadership teams.



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Social inclusion: Pupils with disabilities will be included in all aspects of school life.	Community teams and pastoral staff are made aware of the needs of pupils with disabilities.	Pastoral staff are invited to CPD and specific guidance and advice is given as and when needed.	On-going.	Further develop the triangulation of information between resource provision leaders, community teams and staff responsible for staff guarding to ensure that all information and actions are triangulated.
Communication: The communication needs of pupils and parents will be met.	<p>Resource provision signing staff attend school events to ensure that hearing impaired parents are able to attend school events and interact with staff.</p> <p>Alternative methods of communication are in place for parents of pupils with a disability, such as email, text message and translated language letters.</p>	<p>This works effectively.</p> <p>This has promoted greater communication between parents and the school.</p>	<p>On-going as and when required.</p> <p>On-going as and when required .</p>	Resource provision leaders and community teams will share feedback and information with the AHT for vulnerable groups and the Student Engagement Strategy Team.