Accessibility Plan
Version 2.0

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Name and Title of Author:	Faye Warren, Director of SEND & SENDCO
Name of Responsible Committee/Individual:	Local Governing Body
Created:	Autumn 2018
Last reviewed:	Autumn 2021
Next Review	Autumn 2024
Related Documents:	

ACCESSIBILITY PLAN

Driffield School and Sixth Form

3-year period covered by the plan: September 2021 to September 2024

Plan agreed (name):   Accessibility Plan Date: September 2021

Plan to be reviewed: September 2024

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

The responsible body (in maintained schools this is the governing body) must prepare:
- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people:
  > (i) within a reasonable time, and
  > (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.

An accessibility plan must be in writing.

During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.

It is the duty of the responsible body to implement its accessibility plan.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance:

Children & Families Act (2014)
The Special Educational Needs & Disability Regulations (2014)
The SEND Code of Practice (revised April 2015)
Supporting pupils at school with medical conditions (2014)
Working Together to Safeguard Children (2013)
Reasonable adjustments for disabled pupils (2012)
Disability Discrimination Order (2006)
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
The Children Act 1989 Guidance and Regulations Volume 2 & 3
DfES "Accessible Schools: Planning to increase access to schools for disabled pupils"
Health Standards (England) Regulations 2003

Driffield School and Sixth Form

We are an 11-19 comprehensive school which is part of the Multi-Academy Trust, The Education Alliance. The school comprises of the North, East, West, West Annexe, Performing Arts, Information Technology, Learning Resource Centre, Sixth Form, Sports Hall and Ace buildings. Buildings are of one to three storeys and sprawl over a large site with a school field and astro-turf.

The School's Aims

A proud and confident community: achieving success through trust and respectful relationships.
Believe - Achieve

Formulating our Accessibility Plan
The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of**:**
- **SEND Governor**
- **Deputy Headteacher**
- **SENDCO**
- **SEND Manager**

- **Parent representatives**
- **Students**
- **Staff**

Process

Our accessibility plan has been developed as follows:
1) Access audit and review of current activities completed
2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
3) Goals and targets set which can be measured & include time frames.
4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
5) The Plan's contents checked.
6) Publication of the plan (and included it in the governors' report to parents).
7) Implemented the plan and allocated adequate resources.
8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;
- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children/young people, so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children/young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children/young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The Accessibility Plan can be found on the school website. The plan can be printed out on request, with enlarged text if necessary.

Other School Policies and Documentation
The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Special Educational Needs Procedure
- SEND Information Report
- The School's Complaints Procedure

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: July 2018
Review Date: September 2021

Lead member of staff: Faye Warren, SENCO

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement July 2018	Fully	Partly	Not	Plan Prompt July 2018	Action September 2021
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		✓		SEND CPD for teachers &Teaching Assistants planned for January 2019. Weekly SEND updates by SENDCO in staff briefing. Identify SEND Friends who will meet with SENDCO once per term in subject meeting time.	Disability awareness training delivered by SAPTs in September 2021. Information shared with staff regarding students with additional needs via Microsoft Teams to make the system more efficient. TA handbook to be developed and introduced to support TA induction.
All school staff and the governors have had access to training on disability equality and inclusion.		✓		Governors to access training sessions regarding disability equality.	To plan and deliver disability equality and inclusion training to the school's governing body.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	✓			On-going consultation with external agencies.	
Positive images of people with different abilities are apparent in the classrooms and the school generally.		✓		SENDCO to liaise with departments regarding displays.	Continue to review displays.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.		✓		To develop inclusive practice in PE and sports day. To develop a link with St Marys.	To explore the use of the hydro pool at Kings Mill School to support physiotherapy programmes.
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive		✓		Focus on differentiation across whole school. House ambassadors.	

peer support and collaborative learning in support of those with a learning disability.				6th form buddies. TAs assigned to departments. Small group work with TAs.	
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	✓			Subject specific TAs. Increase in number of L2 TAs to deliver interventions under guidance of teacher.	

Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.		✓		Exam access arrangements – information for KS4 attached to SIMS. Identified lists at KS3. CPD.	Weekly briefings to be delivered to teachers to raise awareness about identified students, cohorts of students and suggest strategies of support. Class profiles to be reviewed regularly by teachers and updated in weekly briefings.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising brailling, touch screen, assistive technology.		✓		On-going advice sought by the SENDCO from external agencies. Trialled Eye Gaze in September 2017. Review IDL and impact.	Liaise with IT lead regarding how to maximise the use of technology for students with SEND.
Provision of laptops is considered to aid recording and / or communication.		✓		To consider the purchase of lap-tops to support students in recording work. Currently using Ipads. However, professionals advise that lap-tops are easier for students with physical disabilities to use.	To trial Clicker with an identified group of students.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.		✓		SENDCO to liaise with lead on school trips.	
The school links with other schools to share good practice.	✓			The SENDCO and SEND manager continue to attend Trust SENDCO network meetings and LA SEND network meetings. SENDCO to continue to meet with Primary SENDCOs.	
Staff seek to remove all barriers to learning and participation. When curriculum units are developed		✓		SENDCO to identify with heads of departments a SEND Friend in each department.	Scaffolding training to be delivered in September 2021 to all teaching staff.

Statement	Fully	Partly	Not	Plan Prompt	Action September 2021
the originators always ask if there could be a disability dimension.				HOD to complete ATBR with focus on SEND.	Physical disability training to be delivered and shared with all teaching staff in September 2021. Curriculum review planned for the academic year 2021-2022. KS2 literacy teacher employed. Specialist knowledge regarding literacy and phonics to be disseminated to teaching staff. 3 year literacy plan to be introduced from September 2021.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			Exam access arrangement assessments completed with Y9 in summer. List of exam access students shared with staff.	Introduce a new system to record teacher evidence to support exam access arrangement assessments. This will be via a Microsoft Document. SEND Manager to complete PATOSS (the exam access assessor qualification).
The school signpost children, young people and families to further support e.g. FISH, ERVIP, SENDIASS.	✓			External support agencies attend reviews in school.	
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		✓		SEND Governor resigned. Need to identify a replacement. SENDCO to meet termly with governor.	

Section 2: The school is designed to meet the needs of all children / young people.

Statement July 2018	Fully	Partly	Not	Plan Prompt July 2018	Action September 2021
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			Although each building is equipped with a lift, SENDCO has requested that students with a physical disability of medical condition are educated at ground floor level (apart from in ACE).	
In considering the school budget there is a clear plan to improve access and resources for those with a disability.		✓		SENDCO to understand how SEND budget is used.	SENDCO to liaise and meet with site and premises team about any adaptations required to the site with regards to making it accessible.

Criteria				Evidence / Current Provision	Further Action
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.		✓		Plans shared at SLT.	SENDCO to have sight of site plans and have at least an annual meeting. SEND manager to attend support staff middle leaders meeting on a fortnightly basis.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	✓			External agencies consult with school regarding maintenance of specialist equipment. SEND manager to oversee procedures.	Site Manager to liaise with SEND Manager regarding the maintenance and review of specialist equipment eg hoists.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.		✓		SENCO to liaise with site manager regarding alarms for students with hearing impairment. SENDCO and site manager to organise Evac Chair training for relevant staff.	SENDCO to liaise with the site manager regarding a visual fire alarm system as the current system is solely auditory.
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	✓			SENDCO to ensure that all students who require a PEEP have one in place. This will be shared with staff and the young person. HR Manager to ensure that all staff who require a PEEP have one in place. This will be shared with the member of staff.	
With regards to *'Supporting pupils at school with medical conditions (2014)',* there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.		✓		Managing Medicines Policy updated September 2017. Members of SEND team are personal hygiene trained.	New system to be introduced from September 2021 and health care plans to be produced for students with health needs. 4 TAs have completed moving and handling training in summer 2021.
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.		✓		SENDCO to confirm if an accessibility audit has been completed. Disabled parking bays to be installed.	
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.		✓		HR works with line managers to ensure knowledge, support and understanding is in place.	
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and	✓			TAs to be timetabled to move specialist equipment around the school site for students.	

Statement					
advice sought from other agencies to take appropriate measures in the classroom.				Specialist equipment is located where necessary. SAPTS advise SENDCO about how to meet needs of students with hearing impairment.	
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.		✓		Signage of rooms to be explained to new students and staff. SENDCO to request that any new signage is SEND friendly.	Complete student voice.

Section 3: The school delivers materials in other formats**.**

Statement July 2018	Fully	Partly	Not	Plan Prompt July 2018	Action September 2021
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		✓		Ensure these areas available on request.	Information is displayed on the school website for parents/carers to request information in alternative forms.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.		✓		SENDCO to share with all staff information about how to best present information on PowerPoint presentations. Students requiring coloured resources linked to SIMS. Explore audio books in English. Subtitles on videos for HI students.	To increase and further develop dyslexia awareness.
ICT facilities are used to produce written information in different formats as appropriate.		✓		Explore purchase of dyslexia friendly font. Explore coloured screen on computers.	Director of SEND to liaise with IT lead.
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, autism team, occupational / physiotherapists,		✓		Ensure all students on SEND register have information on SIMS – a SEND plan, a one page profile, an information sheet.	

speech and language therapists, school nurses, Health visitors.					
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			Parent voice recorded during assess, plan, do, review process. SENDCO to continue to attend Head's Surgery, as required. SENDCO to develop a parent network group for parents of students with SEND.	Develop and introduce a forum for parents/carers of SEND students to network in school. Introduce SEND support plan review days to run twice throughout the academic year.

Lead member of staff: Faye Warren   **Date: September 2021**

Date of Review: **September 2021**

Name of Reviewer: **Faye Warren**

The main priorities in our access plan focus on:
- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Driffield School and Sixth Form will monitor the implementation of the plan and keep under review the access needs of the school.

Focus: Access to the Curriculum:

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	To raise awareness and understanding about supporting students with a physical disability.	SENDCO	Sept 2021 to Sept 2022		Inclusive practice to ensure that students with a physical disability have access to the full curriculum.
	To improve ease of access to student information to make systems more efficient.	SENDCO/ Data team			Teachers know the needs of students and strategies to support SEND students.
	To develop and introduce a TA handbook to support TA induction.	SENDCO			TAs new to the school have increased awareness and understanding of SEND and school systems.

	To plan and deliver disability, equality and inclusion training to the school's local governing body.	SENDCO			Increased awareness of SEND.
	To continue to review displays to ensure that they promote equality and equal opportunities for all.	SEND team Subject leaders			Equal opportunities for all students are promoted across all areas in school.
	To develop strong links with Kings Mill School.	SENDCO			Access to specialist facilities and expert knowledge.
	To deliver weekly student based information sessions to teachers and TAs to support raising awareness and developing support strategies in the classroom.	SENDCO			Improved SEND awareness and further development of quality first teaching.
	To develop wave 1 and wave 2 interventions in the classroom.	Raising Standards Team			Quality first teaching delivered in all subject areas.
	To develop a provision map which maps SEND, pastoral, curriculum and external interventions	SENDCO Data Team			Interventions are carefully targeted through identification and assessment of need.
	To maximise the use of technology for students with SEND.	SENDCO and IT team			Students and teachers use technology to effectively support teaching and learning.
	To trial Clicker with a small group of students.	Trainee SENDCO			Students use Clicker effectively to develop writing skills and promote independence in written work.
	To develop scaffolding and differentiation strategies in the classroom.	Raising Standards Team			Quality first teaching delivered in all subject areas.
	To review the Key Stage 4 curriculum offer.	Deputy Head Assistant Head SENDCO			Students have access to a broad, balanced and aspirational curriculum which supports future learning and employment.
	To deliver literacy and phonics lessons to low level literacy students.	Teacher of Literacy			Students have improved competency in reading and spelling and will apply strategies to their learning.

	To develop classroom teaching strategies that improve literacy capabilities of students.	Teacher of Literacy			Quality first teaching delivered in all subject areas where the needs of struggling readers are supported.
	To increase and further develop dyslexia awareness.	SENCO Trainee SENDCO SEND Manager			Students with dyslexia and dyslexic tendencies have access to the curriculum.
	To introduce a 3 year literacy plan.	Deputy Head Director or English SENDCO			Students have improved literacy levels and greater access to the curriculum.
	To introduce a new system of recording teacher evidence which supports the exam access arrangement assessments via a Microsoft Form.	SENDCO Data Team			Teachers carefully identify students for exam access arrangement assessments.
	To ensure that a member of the SEND team is trained to conduct exam access arrangement assessments (PATOSS qualification).	SEND Manager			Identified students have the appropriate exam access arrangements in place.
Medium Term	To introduce the new Key Stage 4 curriculum offer.	Deputy Head Assistant Head Director of SEND	Sept 2022 to Sept 2023		An increasing proportion of students secure the qualifications which they need for future learning and employment.
	To conduct exam access assessment arrangements "in house".	SEND Manager			Identified students have appropriate exam access arrangements in place.
	To implement year 2 of the 3 year literacy plan.	Deputy Head Director of English SENDCO			Students have improved literacy levels and greater access to the curriculum.
Long Term	To implement year 3 of the 3 year literacy plan.	Deputy Head Director of English SENDCO	Sept 2023 to Sept 2024		Students have improved literacy levels and greater access to the curriculum.

Focus: Access to the Physical Environment:

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	To ensure the maintenance and review of specialist equipment (such as hoists).	SEND Manager Site Manager	Sept 2021 – Sept 2022		Specialist equipment is maintained and is in good working order.
	To ensure that members of the SEND team are qualified to move and handle students with a physical disability.	SENDCO SEND Manager			Students with physical disabilities, are supported appropriately.
	To ensure that health care plans are in place for identified students and accessible to staff.	Deputy Head SENDCO			Students with health needs are able to access the school environment safely and have access to the appropriate support.
	To review signage to make sure signs are accessible to all students and staff.	SENDCO			Staff, students and visitors have access to signage across the school site.
	To review the current fire alarm system and explore systems that are visual.	Site Manager			Alternative systems identified.
Medium Term	To develop a sensory garden.	Assistant Head SENDCO	Sept 2022 – Sept 2023		Specialist areas created for recreational times and recovery time for students with sensory needs.
	To improve signage following the review from Sept 2021-July 2023.	SENDCO Site Manager			Improved accessibility to the school site.
Long Term	Additions to the fire alarm system so it includes visual as well as auditory alarms		Sept 2023 – Sept 2024		The fire alarm system is accessible to students, staff and visitors with a hearing impairment.

Focus: Access to Information

	Action	People Involved	Time frame	Cost	Outcome/ Review Evaluation
Short Term	To ensure that ICT is used to present written information in different formats as appropriate.	SENDCO IT Team Admin Team	Sept 2021 – Sept 2022		Improved access to resources and information for students, staff, parents and carers with visual difficulties.

	To develop and introduce a forum for parents/carers of SEND students to network in school.	SENDCO Trainee SENDCO SEND Manager		Information shared between parents/carers. Support networks developed. Links with parent support groups developed.
	To introduce SEND support plan review days to run twice throughout the academic year.	SENDCO Trainee SENDCO SEND Manager		Progress of SEND students is communicated effectively to the student and parents/carers in further promoting a student-centred approach.
Medium Term			Sept 2022 – Sept 2023	
Long Term			Sept 2023 – Sept 2024	

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan

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Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: Faye Warren **Date: September 2021**
Period of Plan being checked: September 2021 – September 2024

Does the plan cover:	Yes/ No	Comments
Access to the Curriculum?	Yes	
Access to the Physical Environment?	Yes	
Auxiliary aids and services?	Yes	
Teaching and learning practices?	Yes	
Staff training?	Yes	
Culture and ethos?	Yes	
Provision of written information?	Yes	
2. Are there targets that are;		
Short term?	Yes	
Medium term?	Yes	
Long term?	Yes	
3. Are there clear strategies to ensure targets fulfilled?	Yes	
4. Are there clear outcomes linked to the targets?	Yes	
5. Is there a realistic time frame?	Yes	
6. Are there indications as the resourcing of the plan?	No	

Recommendations

> ***Insert any recommendations made as a result of the checking exercise.***