

Presdales School



Title	ACCESSIBILITY SCHOOLS PLAN
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Introduction

Presdales School Academy Trust is committed to providing an environment which is suitable and sufficient for all educational purposes and which gives access to a broad and balanced curriculum for all students, irrespective of special need or disability.

This Accessibility Plan considers provision for students with special educational needs and disabilities, as well as staff, parents and visitors, as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2014).

This plan operates alongside the school's SEND Policy and is consistent with it in terms of principles and approaches to resourcing.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- **They have a physical or mental impairment, which has a substantial and long-term effect on their ability to carry out normal day-to-day activities**

Physical or mental impairments can include sensory impairments, such as those affecting sight and hearing, and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on the everyday lives of children and young people.

The Equality Act (2010) has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an Academy or other education provider to treat disabled students unfavourably. The Academy takes all reasonable steps to avoid putting disabled students at a substantial disadvantage.

Contextual information

Presdales School is improving accessibility to the school site as and when building schemes and refurbishments are being considered. Most areas of the school, with the exception of the first and second floor of the Mansion and the top and lower ground floors of the teaching block, are accessible by disabled people or wheelchair users. The entrances to all buildings have ramp access. There are disabled parking bays in both the main carpark and the sports hall car park and accessible toilets in the science/technology block, the sports hall and by the gymnasium. There are three wheelchair lifts within the school to improve accessibility to the differing levels in the main areas of the school.

Timetables and room allocations are adjusted when possible to improve access to the curriculum and reference should be made to the SEND Policy for further information on how the curriculum is adjusted to meet the needs of individual students.

Scope of the Accessible Schools Plan

This plan covers improvements to the physical access to school premises and increased access to an appropriate curriculum by:

- Managing and improving the physical environment of Presdales School to increase the extent to which disabled students, including those currently on roll and prospective students, are able to take advantage of education and associated services.
- Ensuring that the curriculum is differentiated to meet the learning needs of students with SEN and disabilities.
- Ensuring that appropriate support is given to students with disabilities and that the staff working with these students are fully aware of their needs. Advice will be sought from LA services, specialist teachers, SEN advisors and appropriate health professionals.

PRESDALES SCHOOL

Accessible Schools Plan

1. Increasing curriculum access 2020/21

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by	Evidence of achievement
Increase breadth of choice for 14-16 curriculum	Develop new provision for non E Bacc Year 10 pupils, extra English & Maths, Health and Social Care BTEC Sociology in current year 10 and 11 HRC 14-16 investigate if appropriate Implement GCSE Health and social care	MLW/JES	<u>TBC</u>	Ongoing	Even greater match between curriculum provision and needs of learners
Increase support for Pupil Premium students	Manage expenditure, tracking and management. Review of process from age 11-18	SJ	Pupil Premium fund	Ongoing	Enhanced curriculum access and improved added value for Pupil Premium students.
Enhance year 11's revision provision	Revision session instead of core PE, lunchtime surgeries and analysis after tracking points to enable students to fulfil potential by appropriate interventions	KC/SM	Nil	Ongoing	Greater success at GCSEs and qualitative evidence of more effective revision being achieved.
Increase breadth of choice for 16-19 curriculum	Develop new provision for students with APS of 3-4 BTEC offering of Travel and Tourism and introduction of BTEC Business September 2019.	MLW/JES	<u>TBC</u>	September 2021	Greater retention from year 11 to 12 from internal candidates.
Improve accessibility to laptop use for SEN support	Continue to allow students with a laptop to bring in own device. Reader software is being installed on all chromebooks.	RCS	NIL £30/student	Ongoing Ongoing	Greater use of laptops in lessons to ensure a normal way of working To allow students have home access to reader software and also allow use on Chromebooks.

Improve careers guidance 11-19	Apply for Quality in Careers Standard to improve provision and enhance the Gatsby Benchmarks.	JES	£1200	<u>July 2020</u>	Improved provision that meets CEG guidelines and Gatsby Benchmarks.
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Increasing physical access 2020/21

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by	Evidence of achievement
Improve accessibility for wheelchair users to all areas of the building	<ul style="list-style-type: none"> • Increase the number of designated disabled parking spaces • Investigate the feasibility of installing a lift in the teaching block and Mansion • Investigate the installation of an intercom system on the main entrance • Investigate the installation of push-button door openers on internal and external doors • Continued improvements to footpaths to ensure safety for all • Ensure that edges of steps are marked in contrasting colour • Ensure that lessons are timetabled in accessible rooms 	<p>JF/Site staff</p> <p>NA - Fundraising</p> <p>NA Fundraising</p> <p>JES/AG</p>	<p>School budget Tba</p> <p>Tba</p> <p>Tba</p> <p>Tba</p> <p>Minimal</p> <p>Nil</p>	<p>As required</p> <p>During refurbishment</p> <p>August 2021</p> <p>During refurbishment</p> <p>Ongoing</p> <p>August 2021</p> <p>Ongoing</p>	Improved access to the curriculum and increased potential to achieve in exams
Improve the school environment for people with visual impairment	<ul style="list-style-type: none"> • Incorporation of appropriate colour schemes, carpets, flooring during refurbishment • Improvements to lighting • Improvements to directional and other signage • Consider seating position in class, colour of whiteboard pens, size of writing, use of blinds to prevent glare 	<p>JF/Site staff</p> <p>RCS</p>	<p>School Budget Tba</p> <p>Tba Tba</p> <p>Nil</p>	<p>During refurbishment</p> <p>During refurbishment</p> <p>Ongoing</p>	Improved access to the curriculum and increased potential to achieve in exams

	<ul style="list-style-type: none"> • Use of overlays allowing students to use different coloured pens • Ensure staff are fully trained in effective ways of communication with visually impaired students, with support from specialist teacher • In class support and modification/enlargement of resources 	RCS	Nil	Ongoing	
		RCS	Nil	Ongoing	
		RCS	Cost of LSA time	Ongoing when required	
Improve the school environment for people with hearing impairment	<ul style="list-style-type: none"> • Consider seating position in class • Ensure staff are fully trained in effective ways of communication with hearing impaired students, including the Compilot Voice Portal System/Roger pen • Use of Pupil Passports 	All staff	Nil	Ongoing	Improved access to the curriculum and increased potential to achieve in exams
		RCS	Nil	Ongoing	
		RCS	Nil	Ongoing	
Ensure effective provision in School Evacuation Plans for those with disabilities	<ul style="list-style-type: none"> • Ensure that PEPS are appropriate and regularly reviewed • Training for staff in evacuation procedures 	RCS	Time		Safe evacuation during emergency situation
Ensure effective training and information for staff regarding students with disabilities	<ul style="list-style-type: none"> • Talk by specialist teachers • Use of Pupil Passports • Circulation of information on students with disabilities • In-house training including platform lifts 	JES/RS/Specialist Staff	Time	Ongoing	Improved access to the curriculum and increased potential to achieve in exams