

Presdales School



‘Achievement for All’

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 unfavourable. 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 2021/22

Target	Strategy to achieve target	Personnel involved	Resource Implications	To be achieved by	Evidence of achievement
Breadth of choice for 14-16 curriculum	Introduction of differentiated GCSE curriculum for some EHCP students working several years below.	JES/RCS	<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. Introduction of 'Maths Builder after-school for SEND students to revise pre-secondary Maths skills.	ELS/SM RCS	Nil	Ongoing	Greater success at GCSEs and qualitative evidence of more effective revision being achieved.
Improve accessibility to laptop use for SEN support	Continue to allow students with a laptop to bring in own device. Reader software is installed on all chromebooks. Chromebooks available to borrow from the SEND department for students with SEN.	RCS KO	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.

	School has greatly increased the number of chromebooks available for all students to use.				
Improve careers guidance 11-19	<p>Apply for Quality in Careers Standard to improve provision and enhance the Gatsby Benchmarks.</p> <p>SENCO liaises regularly with local college to arrange meetings with SEN team and visits for students requiring support with transition.</p> <p>SENCO liaises with Sarah Gardiner (Careers guidance from County) for input to EHC plans (for students in Y9 plus)</p>	<p>JES</p> <p>RCS</p> <p>RCS</p>	£1200	<u>July 2022</u>	Improved provision that meets CEG guidelines and Gatsby Benchmarks.

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 disable parking spaces and consider the re-siting of the spaces for ease of access • Investigate the feasibility of installing a lift in the teaching block and Mansion • 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>JES/AG</p>	<p>School budget Tba</p> <p>Tba</p> <p>Tba</p> <p>Minimal</p> <p>Nil</p>	<p>As required</p> <p>During refurbishment</p> <p>During refurbishment</p> <p>Ongoing</p> <p>Ongoing</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 • Review individual needs of visually impaired students with parent and student involvement in order to tailor adjustments to suit their needs. Examples include addition of colours to the 	<p>JF/Site staff</p> <p>RCS</p> <p>RCS</p>	<p>School Budget Tba</p> <p>Tba Tba</p> <p>Nil</p> <p>Nil</p>	<p>During refurbishment</p> <p>During refurbishment</p> <p>Ongoing</p> <p>Ongoing</p>	Improved access to the curriculum and increased potential to achieve in exams

	<p>edge of steps as well as rails on outside areas.</p> <ul style="list-style-type: none"> • Improvements to lighting including review of adequacy of blinds in classrooms. • Improvements to directional and other signage • Consider seating position in class, colour of whiteboard pens, size of writing, use of blinds to prevent glare • 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 advisors where appropriate • Provide masks with clear panels for teaching staff and friends of students with VI • In class support and modification/enlargement of resources (inc for exam access arrangements) • Use of Pupil Passports • Complete personal evacuation plans for fire and lockdown procedures. 	<p>RCS</p> <p>RCS</p> <p>RCS/GM</p>	<p>Nil</p> <p>Nil</p> <p>Cost of LSA time</p>	<p>Ongoing</p> <p>Ongoing when required</p> <p>Ongoing when required</p>	
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 	<p>All staff</p> <p>RCS</p>	<p>Nil</p> <p>Nil</p>	<p>Ongoing</p> <p>Ongoing</p>	Improved access to the curriculum and increased potential to achieve in exams

	impaired students, including the Compilot Voice Portal System/Roger pen <ul style="list-style-type: none"> • Use of Pupil Passports • Complete personal evacuation plans for fire and lockdown procedures 	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 • Preparation of students requiring additional support during planned evacuations • Review any temporary needs eg: injuries and ensure evacuation plans are updated 	RCS	Time		Safe evacuation during emergency situation
Ensure effective training and information for staff regarding students with physical disabilities	<ul style="list-style-type: none"> • Talk by specialist teachers • Use of Pupil Passports and EHC plan overviews (where necessary) • Circulation of information on students with disabilities • In-house training including platform lifts 	JES/RCS/Specialist Staff/JF	Time	Ongoing	Improved access to the curriculum and increased potential to achieve in exams