

# NORTHEASE MANOR SCHOOL

## ACCESSIBILITY PLAN 2017 - 2020

### ETHOS AND AIMS

Northeast Manor School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every member of our community can participate fully in the life of the School.

### DEFINITION OF DISABILITY AND SCOPE OF THE PLAN

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

The School's Accessibility Plan contains relevant actions to:

- increase the extent to which disabled pupils can participate in the School's curriculum,
- improve the School's physical environment for the purpose of increasing the extent to which members of our community are able to take advantage of education and benefits, facilities or services provided or offered by the School, and
- improve the delivery to members of our community of information which is readily accessible to members who are not disabled.

### HOW THE PLAN IS CONSTRUCTED

The School has a disability policy review committee which consists of Deputy Head, SENDCO, Estates Manager and Head of Boarding. The committee may co-opt additional members whose expertise in any field would be of assistance. The committee's terms of reference are:

1. to review annually the School's policies, procedures and facilities as they are likely to affect pupils and prospective pupils who are disabled

2. to make recommendations with a view to improving the accessibility of its education in many aspects to pupils or prospective pupils with disabilities by means of reasonable adjustments and by planning for the future
3. to prepare the School's SEN and disability policy
4. to prepare the School's accessibility plan
5. to review such plans and policies as necessary and at least on an annual basis.

The School's disability policy review committee have been central to the drawing up the School's plan. They have considered the following when developing and reviewing the plan:

- Admissions
- Attainment
- Attendance
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment
- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

The School has also conducted an audit of our provision for pupils with special educational needs and/or disabilities. Views of teaching and non-teaching staff and pupils were obtained via means such as questionnaires, sensory audit and student voice. We have used the results to ascertain understanding in the school community of disability and accessibility, priorities for our pupils with SEN and/or disabilities and priorities for our pupils' parents. The School's local authority were also consulted during the audit process.

The School has also consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

The results of the audit have informed our school accessibility plan for 2017-2020. The plan and targets have been widely circulated to all teaching and support staff, pupils and parents and is available upon request from the Heads' PA.

#### HOW THE PLAN IS REVIEWED AND MONITORED

The School's disability committee meets termly to frame recommendations for inclusion in the plan. These recommendations include input from the senior leadership team and the document is then placed on the agenda for the meeting of the governing body. Costings must be allocated to the various aspects of the plan, together with clear time-frames for completion of the various elements.

There is a formal review of the implementation of the plan at the meeting of the full governing body. Senior leadership provides a full report at this meeting and identifies which measures have been achieved and where any delay in implementation is foreseen. The plan is then updated with adjusted time-frames where necessary.

The school's governors are ultimately responsible for ensuring the implementation of the accessibility plan during the period to which it relates. A new plan will be drawn up every three years.

The plan should be read in conjunction with the School's Admissions Policy and Special Educational Needs and Disability Policy.

## Improving access to the physical environment

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Implementation
Short Term	Ensure all furniture and equipment purchases are mindful of the prospective needs of members of our community. [Note: Consider whether furniture and equipment is selected, adjusted and located appropriately. Look at lighting, colour schemes, acoustics, evacuation routes.]	All prospective purchases to be audited to ensure prospective needs are met i.e. desks with adjustable height for wheelchair users	Ongoing, as new and replacement items are needed	Bursar	The availability of suitable resources for all stakeholders
Medium Term	Review existing building plans to incorporate accessibility provision. Some changes can be relatively simple, for instance making sure that new carpet is low pile, high density, to aid wheelchair movement.	Conduct site audit to identify possible areas for improvement. Completion of site Audit and Access Audit Checklists and findings used to develop maintenance action plan	Oct 2017 with full site audit completed by May 2018 for works to commence during summer 18	Premises Manager Bursar	Improved accessibility and safety around site for all stakeholders
Long Term	Investigate the possibility of installing ramp access to Tudor Hall	Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey. Submit 'Do I need Planning Permission' document to	Finance and planning permission likely to mean project	Governing Body (Health and Safety Committee)	Improved access for all stakeholders

		Local Authority. Consider whether internal or external access most suitable.	will take 18 – 30 months		
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## Improving Access to the Curriculum

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Developing curriculum audits to ensure they do not inadvertently discriminate against pupils with a disability or SEN.	Time for SENDCO and DH to develop audit questionnaire. Implementation by SLT	To be completed and implemented in readiness for new academic year	SENDCO & Dep Head	Assurance that our curriculum does not discriminate
	Introduce Docs plus software	Funding for license purchase, training for staff	Purchase, installation and rollout to staff and pupils by end March 18	DD (Head of English)	Improvement in engagement and attainment in English evidenced within lesson outcomes and results

Medium Term	Provide specific training for teachers and support staff on how to support pupils with a particular disability	Programme of training to encompass disabilities and SEN needs of current student population	Ongoing, programme of INSET days, twilight sessions and training sessions in place for new academic year	Dep Head	Feedback from sessions, staff appraisals, improved outcomes for students
Long Term	Provide additional, disability specific equipment and consumables as standard for use in classrooms	Define commonality of student need and use this to develop a purchasing and implementation programme (being mindful that new students' needs may supersede programme)	Ongoing – to be developed and added to budget plan	Senior Leadership Team	Improvement in engagement and attainment across the curriculum and within SEMH needs

## Improving Access to Information

	Targets	Action and Resource Required	Timescale	Responsibility	Evidence of Impact / Outcomes
Short Term	Consider how information such as handouts, timetables, and information about school events can	Investigate I.T. options for use in school and additionally for our website. Consider using alternative	Ongoing	Bursar	Feedback from stakeholders

	be disseminated in alternative formats such as large print, audio, using ICT, or providing the information orally	paper colours and print formats. Ensure user friendly font. Investigate translation programmes in readiness for request from users.			
Medium Term	Train teachers to present information to groups in a way which is user friendly for disabled pupils - e.g. by reading aloud, video or whiteboard projections and describing diagrams.	To be included in INSET and twilight training sessions	New Academic year	Dep Head	Improved outcomes for students evidenced within lesson observations, outcomes and results
Long Term	Develop prospectus and website to incorporate as standard all possible information access improvements.  Continue to reinforce message of accessibility of information to Teaching Staff at INSET. Introducing and training about new developments and resources.	Develop new website  Timetable inclusion in INSET and twilight training sessions	Within next two years  Ongoing	Bursar & Marketing  Dep Head	Improved engagement with website evidenced by increased footfall and time spent on site  Improved outcomes for students evidenced within lesson observations, outcomes and results