

# Accessibility Plan



<b>Person Responsible:</b>	Sheryll Lunn, SENCO
<b>Last Review Date:</b>	September 2021
<b>Review Date:</b>	September 2023

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the SEN and Disability Act 2001 to cover education.

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled

The definition of disability under the law is a wide one. A disabled person is someone who has a **physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Redbridge Community School is committed to ensuring equal treatment of all its employees, students and any others involved in the school community including those with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Redbridge Community School believes that full opportunities and choices should be available to students and adults to increase their access, participation and achievements in learning to improve their quality of life. They will be respected and included as equal members of society.

The school is ambitious in delivering learning excellence for all within its community. This is reflected in our school motto - **Aspire, Respect, Opportunity, Excellence.**

This policy should be read in conjunction with all other policies available in the school.

This Plan aims to:

- Meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students
- Ensure that all students have equal access to a broad, balanced and differentiated curriculum
- Provide access to the curriculum for disabled pupils without disadvantaging the education of other students in the school
- Identify barriers to learning and participation for students with disabilities and find practical solutions to removing these barriers e.g. through teaching strategies
- Increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students
- Work collaboratively with disabled students and their parents/carers to create appropriate provision
- Challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion amongst staff and students
- Continue to improve the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Ensure disabled pupils can participate fully in extra-curricular activities, clubs and school trips
- Improve the availability of accessible information to any known disabled person
- Provide written information for students with disabilities in a form which is user friendly

This plan sets out the proposals of the *Governing Body* of the school to increase access to education for disabled students in the three areas required.

Consultation and agreements for this plan:

- SMT
- SENCO
- STA for HI
- The Governing Body
- Parents' Forum
- Students
- Kate Crisell - Health and Safety Manager
- Clare Wall-Bradfield -Business Manager
- Gus Casson - Interserve Manager

## 1. Increasing the extent to which disabled pupils can participate in the curriculum

Action	Action Breakdown	Responsibility	When?	Cost	Success Criteria	Review
1. All leaders within the school are clear about their role in providing high quality inclusive education	Distributed Leadership grid for SEND created for easy reference by all staff in the school	SLU/ LST	Annually	Time	Staff understand their responsibilities and accountabilities regarding SEND students	
	SEND handbook updated in line with action plan – all staff to sign they have read this at start of year	SLU	Annually	Time	Staff understand the systems and procedures in place regarding SEND students in the school.	
2. All staff understand the graduated response to SEND in school and their role within this	Existing graduated Response document revamped, updated and shared with staff	LST/ SLU	Annually	Time	Staff are aware of their responsibilities and strategies are seen within the classroom	
	Create summary document outlining stages within the graduated response	LST/ SLU	Annually	Time	Staff are aware of where to access this information and how this can should use it to provide an inclusive classroom	

	AN Register shows which "stage" students are at	SLU	Half-termly	Time	AN Register is up to date with showing stage of graduated response	
	This "stage" to be reviewed termly by all key staff	SLU/LST/HoY	Half-termly	Time		
3 To support staff to develop the skills for meeting a range of SEND needs in their lessons	CPD plan to be created and delivered using information from line meetings and other monitoring systems in school.	LST/SLU	As needed	Time	Staff feel more confident to meet a range of SEND needs in lessons.	
	New staff attend a series of SEND CPD sessions	EBE/SLU				
	Student Information Sheets revamped and to be more specific for easier reference by staff to support inclusive teaching and learning	LST/SLU/HoY	On-going	Time	Staff have greater understanding and ipersonalised strategies available to support SEND students at RCS.	
	<ul style="list-style-type: none"> <li>• Need and Strategy columns created to support QFT</li> </ul>					

	<ul style="list-style-type: none"> <li>• Collaborati on by key SEND staff into this sheet to ensure the “whole” picture</li> <li>• Inclusion of BOXALL assessment, targets and strategies for incisive intervention</li> </ul>					
	<p>More experienced and confident TAs work with less experienced TAs in a range of areas</p> <ul style="list-style-type: none"> <li>• Case Study to develop clarity about how their role can create positive outcomes for the student in lessons for new TAs mentored by more</li> </ul>	SLU	As needed	Time	<p>TAs new to the role are able to verbalise an understanding of the student's need, their intervention to support this need and the impact of this intervention in the classroom. This is evident in the Case Study.</p> <p>The support links build confidence in areas of under-confidence and this is evident in lesson observations observations</p> <p>Self-evaluations, lesson observation and Appraisals evidence progression of skills.</p>	

	<p>experience d TAs</p> <ul style="list-style-type: none"> <li>• Self-evaluations, lesson observations and Appraisals create a buddy support system</li> </ul> <p>Self-evaluations, lesson observation, Appraisals and whole school initiatives are used to tailor a TA meeting programme to develop TA skills.</p>					
4. A structure created so that middle leaders are held accountable for progress of SEND students within their department.	<p>SSC to add SEND information to DARTS</p> <p>SEND to be added to agenda in SMT line meetings under DARTs – department actions and impact to tackle underperformance of SEND students</p>	LST/SLU/Middle Leaders	On-going	Time	<p>Middle leaders account for the progress of SEND students within their departments and implement actions to improve outcomes</p> <p>Timely intervention by middle leaders using school DART system raises the performance of SEND students</p>	

	<p>To collate all SEND feedback from line meetings and share with SLU</p> <p>Any CPD requirements are actioned</p>					
	<p>Middle leaders are accountable to ensure all departments are using inclusive classroom strategies</p> <p>A pro forma is created to support middle leaders</p>	<p>Middle Leaders</p> <p>SLU/LST</p>	On-going	Time	<p>Departments are actively using inclusive strategies and this is evident through line meetings</p> <p>Middle leaders are confident to monitor inclusive teaching in their departments</p>	
5. To develop clarity within the SEMH pathway so that timely interventions and rigorous monitoring results in better outcomes for students with SEMH needs	<p>Create a flow chart showing clear A,P,D,R route and staff responsibility and accountability along the way.</p>	LST	On-going		<p>Key staff are following a clear structure that supports SEMH students through a graduated response.</p>	
	<p>Review the range of interventions available as part of the graduated response and</p>	SLU/ LST/ HOYs	On-going	<p>Time</p> <p>Potential cost of EP or</p>	<p>A more rigorous APDR process is evident and evidenced before a transition to Edu-K8</p>	

	further develop these e.g. ABCC meetings			external agencies		
	<p>NII document to be completed by key collaborators as part of the A,P, D,R cycle - need, intervention, impact</p> <p>Work with key collaborators around the NII process - model good examples</p>	<p>SLU/ LST/ HOYs/ key SEMH staff</p> <p>SLU/ LST/</p>	On-going	Time	Collaboration of all SEND leaders with the NII document ensures a clear graduated reponse is followed and need is addressed timeously	
	Work with HOY to ensure BOXALL targets set are SMART	SLU/ LST/	Annually	Time	All BOXALL targets are SMART	
	<p>Ensure there is a robust monitoring system in place post- target setting to ensure</p> <ul style="list-style-type: none"> <li>Inclusive practice is followed</li> </ul>	SLU/ LST/		Time	All staff are aware of targets and using strategies to support SEND needs.	

	<p>through into the classroom setting</p> <ul style="list-style-type: none"> <li>• Students are given the best possible chance of achieving their targets</li> </ul>					
6. Further develop transition work for students joining Redbridge in Year 7 and for students leaving Redbridge in Year 11	EduK8 students work with identified Y6 students to support transition	EduK8 Staff	Annually		Y6 students have a smooth transition to Redbridge and feel confident about joining the school.	
	Permission forms to be sorted for swift transfer of documents to colleges	SLU/ SEL	Annually		Swift and legal transfer of information so that support can be put in place for RCS students.	
7. Co-production and partnership working are embedded within the school ethos	At least termly meeting are offered to parents of students with a SEMH need	LST/HoY	Termly	Time	Parents are involved in provision, target setting and review for their child	

8. Newly qualified Teacher of Deaf completes audit and creates Action Plan for HI Resource	Action Plan completed	KBO/SLU	Reviewed annually and updated	Time	Action Plan completed to give clear development direction for support of HI students	
9. To retain our Basic Skills Quality Mark Award showing our commitment to self-evaluation and a continuous improvement of the basic skills of all students in the school.	Apply for renewal of Basic Skills Quality Mark.	SLU and Middle Leaders	Pending and awaiting confirmation of date as systems are being adapted.	Time	Basic Skills Quality Mark renewed.	
10 To ensure disability awareness and knowledge continues to happen through assembly/PSHE	Audit to be completed of disability awareness issues addressed  ToD deliver assembly on HI awareness	CCR and SMO	Review annually and action	Time	Disability awareness is addressed in school.	
To develop a system to monitor the take-up of different groups of students through well-being activities	Central register is created and kept updated for extra-curricular activities, trips and rewards – starting with rewards for 2020-21  Analysis of additional student groups attending these rewards to	AHO/ HOYs/AHOYs  SSC	Daily	Time	Picture beyond the academic curriculum is created for all groups  Analysis allows for intervention with “under-represented” groups – evident in Action and Access plan	

	feed into Action and Access Plan					
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## 2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services

Action	Action Breakdown	Responsibility	When?	Cost	Success Criteria	Review
1.To review site access to meet the diverse needs of students, staff and community users	Meet weekly with site manager to check safety of buildings, outside areas and equipment on site.	KCR	Weekly	Minimal – majority of cost covered by PFI contract.	Safety of building, site and equipment. Personalised building access requirements are met.	
2.To investigate an automatic door at the school reception	Kate to liaise with Gus regarding cost	KCR	Autumn 2020	To be confirmed	The front entrance of the school has an automatic door which improves access to the building.	

## 2. Improving the delivery of information to disabled students so that information is as available as it is for students who are not disabled

Action	Action Breakdown	Responsibility	When?	Cost	Success Criteria	Review
To develop more inclusive support for our students who have a visual impairment	Information Sheets outline needs and how class teachers need to meet these needs.	SLU	Daily	Time	Students feedback shows inclusive strategies are supporting their VI needs in lessons.	
	Staff are supported with understanding the role played by technology in supporting the needs of VI students.					
	Regular meetings with VI students so that quick action can be taken if needs are not being met.					