

# NEW MILLS SCHOOL & SIXTH FORM

## ACCESSIBILITY PLAN 2015-17

| Revision | Authorised by | Date          | Adopted by     | Date |
|----------|---------------|---------------|----------------|------|
| Draft    | M Simms       | November 2015 |                |      |
| Final    |               |               | FGB Min<br>No. |      |
|          |               |               |                |      |
|          |               |               |                |      |

| Revision | Date          | Description of Changes     |
|----------|---------------|----------------------------|
| Draft    | November 2015 | New issue to cover 2015-17 |
|          |               |                            |
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|          |               |                            |

Signed: .....  
Chair of Governors

Date: .....

## **Accessibility Plan 2015-17**

New Mills School acknowledges the requirement to carry out accessibility planning for disabled students. These are the same duties as exist under the Equality Act 2010. New Mills School is committed to

- promote equality of opportunity for disabled students, staff, parents, carers and other stakeholders that use the school.
- not treat disabled students less favourably for reasons related to their disability
- make reasonable adjustments for disabled students so that they are not at a substantial disadvantage

### **Purpose**

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with: mobility, physical coordination, manual dexterity, continence, ability to lift, carry or move everyday objects, speech, hearing, sight, memory or ability to learn, concentrate or understand or are unable to perceive risk or physical danger.

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

- increasing the extent to which disabled students can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled students of information that is provided in writing for students who are not disabled

### **Process**

Information regarding users and their disabilities has been gathered and used in the formulation of this plan. The assessment of the school is that there is good access to the curriculum and this is demonstrated by the results achieved by students with disabilities. The physical site covers a large area, despite this, access is assessed as good. Particular attention has been paid to hearing and sight impaired disabilities.

There is wheelchair access to the school site

An action plan will be put into place and reviewed annually. The plan will take into account physical developments to the school site and curriculum planning will take accessibility into account. It is the responsibility of the whole school community to implement the plan in a manner that promotes an inclusive ethos.

### Access to the Curriculum

| Objectives  | Lead person  | Strategy/Action   | Resources | Deadline | Success Criteria   |
|---|--------------|---|-----------|----------|--|
| To ensure that students understand and are considerate of disabled groups                               | MSi          | PSHE curriculum, assemblies, lessons, RIGHT agenda  | None      | On-going | Discrimination/bullying incidence low                            |
| Improve the application of differentiation in all classes   | SENCo        | Provide training for staff regarding needs of individuals and groups of students            | CPD       | On-going | Strategies consistently used across the curriculum               |
| Build and allocate SEND resources appropriately to ensure student access to learning and the curriculum | SENCo        | Planning of human and physical resources across key groups and individuals                  | £500      | On-going | Students with specific needs achieve at least 3LP                |
| Ensure intervention programmes are appropriately targeted.  | SENCo        | Considered planning of intervention programme to support targeted groups                    | Time      | On-going | Intervention appropriately targets need.                         |
| Ensure examination access arrangements allow fair access to all students                                | SENCo<br>AHe | Considered planning of access arrangements for all examinations<br>Training of invigilators | BMa       | On-going | Fair and equitable access in line with exam board guidelines.    |
| Provide considered timetabling accounts for need and ensures fair and equitable access and opportunity  | SENCo<br>JKu | Liaison between SEND and pastoral teams with timetabler to ensure access to all subjects    | None      | On-going | Fair and equitable access to all subjects and specific resources |
| Provide considered support for trips and visits ensures fair and equitable access and opportunity       | SENCo        | Liaison between SEND, pastoral Teams and JCh with trip leader                               | None      | On-going | Fair and equitable access to all trips and visits                |

| <b>Access to the Environment</b>  |                    |   |                  |                 |   |
|---|--------------------|---|------------------|-----------------|---|
| <b>Objectives</b>   | <b>Lead person</b> | <b>Strategy/Action</b>  | <b>Resources</b> | <b>Deadline</b> | <b>Success Criteria</b>                   |
| To improve awareness of potential trip hazards on site  | GCa                | Improve yellow painting of steps  | Paint/time       | Sept 2015       | Easier visual awareness                   |
| Ensure signage considers the needs of all users.  | JCh                | Audit signage   | Time             | Dec 2015        | Visibility and access improved            |
| Regularly audit school site and ensure maintenance. (H & S)   | JCh                | Audit for trip hazards/adequate lighting  | Time             | On-going        | Site clear and well maintained            |
| Ensure corridors are freely accessible and safe   | MSi                | Ensure bags do not obstruct corridors outside lesson time   | None             | On-going        | Corridors clear and well maintained       |
| Any new build work considers the needs of all.  | GCa/<br>JCh        | Access points remain open where possible  | None             | On-going        | Access remains                            |
| Ensure lighting is adequate across the site   | GCa                | Improve outside lighting  | Time/DCC         | Oct 2015        | All outside areas are well lit            |
| <b>Access to Information</b>  |                    |   |                  |                 |   |
| Support students with additional needs to have access to information and resources for learning out of school time                  | SENCo              | Homework club<br>HLTA support<br>Reading Interventions  | 8hrs TA          | On-going        | Students access additional support        |
| Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND. | SENCo              | Develop the use of student profiles, ensuring parents and students have opportunities to contribute and evaluate. | None             | On-going        | Student profiles in use at annual reviews |
| Ensure parents with additional needs at school events, such as parent evenings, are supported.                                      | SENCo              | Ensure support is available as need arises, e.g. ramps, large font maps   | None             | On-going        | Parents feel included and supported       |