



Scissett Middle School

Accessibility Policy

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and members of the governing body.

1. Legislation, Vision & Values

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

At Scissett Middle School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. This policy is supplementary to the Equality and Diversity policy, which reinforces our determination to create a fully inclusive learning community which values all members and promotes tolerance and understanding. None of our practices will result in individuals feeling alienated or degraded; instead we will

celebrate differences and ensure that all members of our community feel valued and supported.

2. Strategic Priorities

- Ensuring that all individuals have the opportunity to achieve their potential
- To recruit, retain and develop staff according to their skills
- To ensure that all learners have equal access to opportunities within school and outside
- Raising aspirations across all groups
- Delivering a curriculum that makes learning more personalised and more effective
- Ensuring that learning and teaching are fully focused on raising achievement regardless of the Physical ability, SEND or background of learners
- Ensuring that all learners have physical access to the building and equality of access to the curriculum

Natasha Greenough
Head teacher

September 2019

Disability Equality Action Plan.

Action	2019/20	2020/21 Target	2021/22Target	Person responsible
To gather and monitor data on SEND pupils and their attainment on entry and exit from school	To make full and effective use of 'p-scale'/ teacher assessment/FFT/ RAISE on line and GL assessments to evaluate pupil attainment. Identify actions that can be implemented to improve the attainment levels of disabled pupils.	To make full and effective use of 'p-scale'/ teacher assessment /FFT/RAISE on line to evaluate pupil attainment.	To make full and effective use of 'p-scale'/ FFT/ teacher assessment /RAISE on line assessment to evaluate pupil attainment. Publish data on SEND (including those with physical disabilities) pupil attainment levels as part of three year review on 2019-2022 cohort.	Assistant Head teacher – Data SENDCO HEADTEACHER
Undertake an audit of all existing staff inviting any staff who consider that they have become disabled since appointment to submit a self-classification form.	Ensure all staff are identified and the risk is assessed	On- going monitoring	On-going monitoring	HEADTEACHER
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves to be disabled.	To add section to induction programme	On-going monitoring	On-going monitoring	HEADTEACHER/ CHAIR OF GOVERNORS
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities.	100% compliance	100% compliance	100% compliance	HEADTEACHER/ CHAIR OF GOVERNORS/ SELECTION PANEL
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with the Headteacher or most appropriate member of SLT to discuss needs for adjustments and their development.	Ensure there are up to date risk assessments	On- going monitoring	On-going monitoring	HEADTEACHER/SL T
Make every effort when employees become disabled, to make sure they stay in employment.	To identify areas of need through P.M & make reasonable adjustments	On- going monitoring	On- going monitoring	HEADTEACHER/ SLT
Ensure that disabled pupils are able to meet their potential through the provision of support (mentors/ teaching assistants) and appropriate resources	To make full use of Additional needs handbook /IEPs /Care Plans. To revise termly	To monitor & make amends where necessary	To monitor & make amends where necessary Evacuation Plans	HEADTEACHER/ SENCO/SLT
Ensure that disabled pupils can access the facilities and support they require	To audit facilities & amend as appropriate	On- going monitoring	On- going monitoring	HEADTEACHER/ SENCO/ SITE MANAGER
Ensure that disabled children are not victims of bullying	Record and report with	Record and report racial	Record and report racial	HEADTACHER/

or harassment	<p>racial incidents reporting incidents of disabled harassment</p> <p>Review harassment/bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability discrimination.</p>	<p>incidents. Reporting of incidents of disabled harassment</p> <p>Record and report racial incidents. Reporting of incidents of disabled harassment</p>	<p>incidents. Report incidents of disabled harassment</p> <p>Record and report racial incidents. Report incidents of disabled harassment</p>	<p>SENCO/PASTORAL LEAD/SLT All staff</p> <p>HEADTEACHER/SENCO/PASTORAL LEAD/SLT ALL STAFF</p>
Ensure that positive attitudes towards disabled people are promoted.	To promote in assemblies PHSCE & through school ethos & vision	Review and update	Review and update	HEADTEACHER/SENCO/SLT/SUBJECT LEADERS/ALL STAFF
Ensure that disabled pupils' voices are heard.	<p>To involve pupils in school council</p> <p>To ensure disabled pupils are involved in pupil consultation meetings</p>	<p>To involve pupils in school council</p> <p>To ensure disabled pupils are involved in pupil consultation meetings</p>	<p>To involve pupils in school council</p> <p>To ensure disabled pupils are involved in pupil consultation meetings</p>	HEADTEACHER/SLT SCHOOL COUNCIL
Ensure that parents of disabled children are supported to access information about their child's progress at school	To continue to comply with the COP IEP's pupil Progress monitoring, parents evenings	On-going monitoring	On-going monitoring	HEADTEACHER/SLT CLASS TEACHERS
Ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate in school bodies.	Undertake an audit of all existing governors inviting any governors who consider that they have become disabled to submit a self-classification form.	On-going monitoring	On-going monitoring	CHAIR OF GOVERNORS/ HEADTEACHER
Ensure that disabled pupils can participate in extra curricular activities and have equal opportunity of access to wider school life.	To continue to strengthen the schools inclusive policy for all children to participate in extra-curricular activities	On-going monitoring	On-going monitoring	HEADTEACHER/SENCO/ALL STAFF SSCO
Ensure that disabled pupils can participate in school trips and visits.	To continue to have an all inclusive policy for all children to participate in school trips and visits	On-going monitoring	On-going monitoring	HEADTEACHER/SENCO/ALL STAFF
Monitor and improve the accessibility of the school site to all users.	Complete an up to date accessibility review (eg: to include the use of signage,	On-going monitoring	On-going monitoring	HEADTEACHER/SITE MANAGER/H&S GOVERNOR

	navigability, parking provision, ramps and hand rails, quiet visitors' areas, entrances and exits, disabled lift) and implement and changes / improvements deemed necessary). Look at cost of purchasing resources to increase accessibility for site users).			
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Gender Equality Action Plan.

Action	2019/20 Target	2020/21 Target	2021/22 Target	Person responsible
To reduce the attainment gap between boys and girls.	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	HEADTEACHER/ DEPUTY HEADTEACHER/ SUBJECT LEADERS
Ensure that all children know how to be healthy	All pupils are aware on the Healthy Eating Initiative through Assemblies PHSCE F&T Healthy eating Award Mark (Gold) To review eating patterns of pupils	To monitor & review eating patterns of pupils	To monitor & review eating patterns of pupils	HEADTEACHER/ SLT/PSHCE LEAD KITCHEN STAFF
Ensure that children are not victims of bullying or harassment	Engage in Barnardos' Positive Identity Programme to promote awareness in PHSE Monitor incidents of sexual discrimination /harassment Include report on incidents in termly report to SLT and the governing body.	Monitor incidents of sexual discrimination /harassment Include report on incidents in termly report to SLT and the governing body.	Monitor incidents of sexual discrimination /harassment Include report on incidents in annual in termly report to SLT and the governing body.	HEADTEACHER/ SLT/PASTORAL LEAD ALL STAFF
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Ensure learning resources promote gender equality.	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/PSHCE LEAD
Ensure that all pupils' voices are heard.	To build upon existing channels of consultation school council random questionnaire's	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/PSHCE LEAD
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	To make full use of existing reporting systems & evaluate outcomes. To make necessary adjustments if required for parents to access information	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT
Ensure that the governing body of the school	To meet statutory duties for	On –going monitoring	On –going monitoring	HEADTEACHER/

reflects that of the wider community	election to the governing body through Equal Opportunities & DDA			CHAIR OF GOVERNORS
Ensure that all pupils can participate in extra curricular activities and that through extra curricular activities gender stereotypes are challenged.	To continue to strengthen the schools inclusive policy for all children to participate in extra curricular activities To implement monitoring systems	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/ HOY/ SUBJECT LEADERS
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	To continue to strengthen the schools inclusive policy for all children to participate in school trips and activities	On –going monitoring	On –going monitoring	HEADTEACHER/ SLT/ HOY/ SUBJECT LEADERS

SEND = Special, education needs and disabilities