



ACCESSIBILITY POLICY AND PLAN

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Version	Section	Amendments	Date	Authors

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We have carefully considered and analysed the impact of all school policies on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Accessibility Policy and Action Plans

Introduction

This policy and plan outlines the proposals of the Governing Body of Tapton School to increase access to education for pupils with disabilities in the three areas required by the duties in the Equality Act 2010. They are:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improving access to the physical environment of the school and consideration of whether to provide auxiliary aids/services (as a reasonable adjustment) for disabled children
- Improving information delivery to pupils with disabilities

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their duties effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

Key Objectives of the Accessibility Policy

The key objective of this policy is to reduce barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability. To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far is reasonable practical.

Principles

Tapton School recognises its duty to;

- Ensure that compliance with the Equality Act 2010 is consistent with the school's Equality Statement and Objectives, the SEND policy, The Selection and Recruitment policy and any other policy that has a focus and impact on disabled students, staff and parents/carers
- Not to discriminate against disabled students, staff, parents/carers in admissions, exclusions or in the provision of education and associated services
- Not to treat disabled students, staff, parents and carers less favourably
- Take reasonable steps to avoid putting disabled students, staff, parents and carers at a substantial disadvantage
- Publish an Accessibility Plan
- Report on the progress of the Accessibility Plan

The Accessibility Plan

The plan is detailed below

1. In performing their duties, the Governing Body of Tapton School and staff will have regard to the Technical Guidance for Schools in England issued by the Equality and Human Rights Commission (updated in July 2014).
2. The School recognises and values parents' or carers' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects their and the child's right to confidentiality
3. All students are provided with a broad, balanced curriculum which is differentiated and adjusted to meet the needs of individual students and their preferred learning styles
4. The School sets suitable learning challenges
5. The School aims to overcome potential barriers to learning and assessment for individuals and groups of students
6. The needs of disabled staff and parents/carers are accommodated as far as is reasonable and practical
7. Attached to this policy are three Action Plans which relate to the three key aspects of accessibility. These plans span a period of 3 years 2021- 2024 and will be reviewed annually. New plans will be drawn up at the end of the current 3 year period.
8. The school acknowledges the need for ongoing awareness raising and training for staff and students in the matter of disability discrimination
9. The Accessibility Plan should be read in conjunction with the following policies, principles and documents:
 - The Equality Statement and Objectives
 - The SEND Policy
 - The Health and Safety Policy
 - Recruitment and Selection Policy
 - Safeguarding Policy

Activity

Key duty 1 (education and related activities)

Tapton School offers a broad and balanced curriculum with a diverse range of additional opportunities/extracurricular activities. Tapton School in its planning and delivery of the curriculum and additional opportunities ensures access is open to all and wider participation is actively encouraged.

Located at the school is the Local Authority Vision Support Department. The team consists of teaching and support staff, and is managed by the Head of Vision Support Service for children and young people in Sheffield with a vision impairment.

Specialist staff provide in class support and deliver targeted interventions for students with a vision impairment. In class support is targeted to students where additional support is needed for them to access the curriculum, and interventions are based on individual needs, assessed by both Vision Support staff and by teachers or parents raising concerns. Specialist interventions cover a variety of needs, including mobility and independence skills, acquiring braille literacy, use of assistive technology, reinforcement for maths and science, alternative curriculum provision such as PSD Entry Level Qualifications and unit award scheme, social skills sessions and paired reading.

Provided in addition to the curriculum are a number of pre-school interventions and lunch time clubs such as specialist sport activities, art and music; homework clubs; as well as facilitating participation in after school clubs.

Tapton School will continually review its provision to ensure for appropriate differentiation for all its pupils and will take into account the views of students, staff, parents and carers and when necessary will seek input/advice from specialist and appropriate health professionals. The Vision Support team likewise will continually review its provision to ensure it meets the needs of its students with a visual impairment. (See Appendix A for the Key Duty 1 Action Plan).

Key duty 2 (physical environment)

Tapton School was built as part of a Private Finance Initiative in 2001. The school building and grounds are the responsibility of a third party (until 2025/26 when this will transfer to the Governing Body). The building and grounds are managed by a private company on behalf of the owners and as such they are responsible for ensuring the building/grounds is compliant with the provisions of the Equality Act. As such there is a disabled washroom, ramp to the dining room, lift, disabled parking and braille room signage. Located at the school is the LA Vision Support Department. The school has increased its intake in year 7 and has had an extension built to provide for additional classrooms/offices/multi use gym. The 2 storey extension provides for disabled students/visitors in the provision of a lift and disabled washroom facility. Braille signage has also been incorporated.

The school along with the PFI owner will continue to take into account the needs of its students, staff and visitors with physical difficulties and other impairments when planning future improvements and refurbishments to the site such as access, colour schemes and lighting. (See Appendix B for the Key Duty 2 Action Plan).

Key duty 3 (provision of information)

The school currently has a learning platform which is accessible by its students and parents/carers along with a website which is accessible by the wider community. Statutory information is accessible on the website but can also be provided in hardcopy on request. (See Appendix C for the Key Duty 3 Action Plan).

Policy Review

Attached are 3 action plans, one relating to each key duty and covering the period 2021 - 2024. These plans will be reviewed and adjusted annually. The policy will be reviewed at the end of the current three year period and new plans will be drawn up for the following three-year period.

Issue	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcomes
Is the curriculum an outstanding experience for all students and staff and is it accessible?	<ul style="list-style-type: none"> Our school offers a coherent and ambitious curriculum adapted to ensure it is accessible to all students. We use resources tailored to meet the needs of students who need support to access the curriculum e.g. adapted resources for VS students. Progress is tracked for all students. Appropriate targets are set for all students with additional needs. The curriculum is continually monitored to ensure it meets the needs of all students. Our Learner Enquiry Experience focuses on inclusivity of the curriculum for all students within each department Assisted technology is used where appropriate to remove barriers and increase independence e.g. pen readers, allocation of laptops as appropriate The school employs a Mental Health and Resilience Worker to work with students and staff to support mental health, resilience etc Reduction of duties for staff where necessary VS/SEND update staff annually regarding students on the SEND+ register The school delivers appropriate training to all staff e.g. Trauma Informed Practice and Neuro Diversity The school runs a summer school for targeted students to aid in the transition from primary to secondary 	SHORT TERM (21-22) All staff are trained to employ quality first teaching strategies in response to individual needs.	SENDCO leads on adaptation of curriculum to meet all needs. Head of VS and VS teaching/support staff liaise with senior leadership team to ensure VS students' needs are catered for. Trauma Informed Training was delivered to staff CAMHS Training on anxiety was delivered Training on Neurodiversity	SENDCO Head of VS Teachers/TA's and SLT ALL student facing staff All student facing staff	On-going On-going 21/22 21/22 21/22	All students make expected or better progress. Learning walks as ensure that this is fully embedded into lessons. Trauma informed approach adopted Staff feel better able to manage anxiety and neuro diversity with students
		MEDIUM TERM (22-23) All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable students.	Plan and deliver bespoke training opportunities with outside agencies when the need arises. The school increases the staffing capacity to support student and staff mental health by employing another member of staff in this area. Appointment made Feedback Fuels us, Adaptive teaching workshops, Panic Attack training, workshops on how to manage blind and VS students in school were delivered Manual handling training	SENDCO, Headteacher, Head of VS, Business Manager SLT Student facing staff Members of SEND team	On-going Feb 2022 22/23 22/23	Staff report through staff surveys that the school as the employer provides support for their mental health and wellbeing and helps to build resilience. Students report through student voice that the school provides support for their mental health and helps to build resilience. Training improved staff ability to cope with certain issues that are impacting students To support a disabled student joining in Sept 23

Issue	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcomes
		LONG TERM (23-24) The school provides an ambitious curriculum for all	Pathways are monitored and found to be appropriate to need and ability. Pathways provide high aspirations to achieve destinations	KS4 Leader	During the Option process	Exam results show that pathways are appropriate and matched to ability. The school's EBACC measure is above average.
Is the physical environment as accessible as possible for all our staff and students, including those with disabilities	<p>The environment is adapted to the needs of the students as required. This includes:</p> <ul style="list-style-type: none"> • A lift in both the old and new buildings • Ramps where appropriate • Accessible parking bays for the minibus delivering and collecting VS students • Disabled bays for staff and visitor parking • Accessible toilet in the main building and in the PE block • Disabled cubicle in the new build • Single toilets in the new build • EVAC chairs positioned at strategic points around school • Lift passes issued to students with access difficulty (permanent or temporary) • Sensory garden • Staff removed from duties where disability has an impact • Availability of wheelchairs for temporary use • Adapted lighting used where necessary • Yellow paint used on gates around the site to increase visibility for visually impaired students/staff and visitors • Tactile paving is used to warn visually impaired students of particular hazards, e.g. steps outside the school buildings 	SHORT TERM (21-22) Raise staff awareness of pupils' needs Liaise with feeder schools to ensure information is provided on transition	Issue of SEND+ register and guidance regarding how best to meet students' needs Assessment of pupil needs on transition with regards to access curriculum and meetings with parents and relevant pastoral members	SENDCO, Year Leader, First Aid Officer	Sept (annually) On transition	All student needs are considered and met Students feel supported and settle quickly into their new school
		MEDIUM TERM (22-23) Keep under review and make provision for any new developments any areas of uneven surfacing and ensure repairs are actioned (within the constraints of the PFI). Ensure routine internal decorations consider needs of all students (e.g. contrasting door frames, hand rails etc)	Regular walks around the building and outside areas to identify issues as they arise Hoist and changing table fitted Sensory garden improved and new seating area added	Business Manager Caretaker, Grounds people 22/23 22/23	Termly	Staff and students have safe movement around the site with little or no reported accidents Supporting disabled student needs Providing a bespoke area for reflection
		LONG TERM (23-24) The external site is reviewed to ensure it meets with all DDA requirements and supports independent movement around the site by visually impaired students/staff/visitors	In conjunction with the PFI provider the school implements changes to the paving if deemed necessary following the production of a report provided by the VI on site team	Business Manager, Head, Head of VI service	For school year 22/23	Staff/students/visitors to the site are able to move around the site safely and independently

Issue	Current practice	Objective (Short, medium, long)	Actions	Who	When	Outcomes
Can all students and visitors access information on an equal basis	<p>Our school uses a range of communication methods to ensure information on site is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Braille door signs • Large print resources • Induction loops • Pen readers for identified students • Foyer screen <p>The school uses a range of communication methods to ensure information provided to parents/carers is accessible. This includes:</p> <ul style="list-style-type: none"> • My Child At School (MCAS) • Satchel 1 (homework) • Email • External mail • Student post (e.g. student takes home) • Telephone calls • Text messages 	<p>SHORT TERM (21-22) The school determines to review its communication with parents/carers on its many platforms and aims to streamline and improve its communication with parents/carers.</p>	<p>Appoint a support member of staff who has responsibility for communication including the website and the school twitter account.</p> <p>Communications Officer appointed</p>	Headteacher/ Business Manager	<p>Autumn term 2021</p> <p>December 2022</p>	<p>The website is up to date and out of date material is removed</p> <p>Communication with parents/carers is more streamlined</p>
		<p>MEDIUM TERM (22-23) The school website is updated and reviewed to ensure ease of access for parents/carers/external bodies and is compliant with statutory guidance</p>	<p>The Communication Officer works with the website developer and the Senior Leadership Team to develop new and revised content.</p> <p>Website review completed and website updated, ability to translate into different languages added</p> <p>Departmental displays improved</p>	<p>Comms Officer, SLT</p> <p>SLT</p> <p>BM</p>	<p>22/23</p> <p>22/23</p> <p>22/23</p>	<p>The updated website takes into account feedback from relevant parties and is attractive, informative and easy to navigate</p> <p>Improved access for community</p> <p>Improved appearance of internal areas</p>
		<p>LONG TERM (23-24) School displays are reviewed and renewed using different media where feasible</p>	<p>Working with an external company the school improves the internal aesthetics of the building to make it a more vibrant and attractive place to be whilst communicating the school's core values</p>	Head/Business Manager	22-24	Students take pride in our school building and feel inspired by the environment and are clear about the school values