

# Cambian Somerset School

## ACCESSIBILITY PLAN

2021-2023

## SOMERSET SCHOOL ACCESSIBILITY PLAN

1. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Senior Leadership Team and Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
2. This School Accessibility Plan has been drawn up based upon information from our self-evaluation and suitability plan audit, and in conjunction with students, parents, staff and Governors of the School. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.
3. This Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the School website. Governors, with external advice, will monitor the School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
4. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each School.
5. The Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to Somerset School in a given timeframe. In addition it anticipates the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as prepared for life as are the able-bodied students; (If an School fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the School such as participation in extra-curricular School clubs, leisure and cultural activities or School visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum within a reasonable timeframe;
  - improve access to the **physical environment** of Somerset School, adding specialist facilities as necessary - this covers improvements to the physical environment of each School and physical aids to access education within a reasonable timeframe;
  - improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about each Somerset School events; the information should be made available in various preferred formats within a reasonable timeframe.

6. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
7. Whole-School training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.
8. The Accessibility Plan should be read in conjunction with the following School policies, strategies and documents:
  - Curriculum Policy
  - Equality Objectives
  - CPD Policy
  - Health & Safety Policy (including off-site safety)
  - Trips and Visits Policy
  - Special Educational Needs Policy
  - Behaviour Policy
  - School Business Plan
  - Asset Management Plan
  - School Propectus
9. The Accessibility Plan for physical accessibility relates to the Access Audit of Somerset School, and remains the responsibility of the Senior Leadership Team and Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by Somerset School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
10. Equality Impact Assessments will be undertaken as and when policies are reviewed.
11. The Accessibility Plan will be published on Somerset School's website.
12. The Accessibility Plan will be monitored through the regular School Governance.
13. Somerset School will work in partnership with appropriate external agencies in developing and implementing this Accessibility Plan.

## Self-Audit – Accessibility

Somerset School	Rating		
	Yes	Some	No
<b>Curriculum:</b>			
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	✓		
Are your classrooms optimally organised for disabled students?		✓	
Do lessons provide opportunities for all students to achieve?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?		✓	
Are all students encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate for students with disabilities?		✓	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	✓		
Are there high expectations of all students?		✓	
Do staff seek to remove all barriers to learning and participation?	✓		
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?	✓		
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		✓	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		✓	
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?			✓
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	

Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?		✓	
Are areas to which students should have access well lit?	✓		
Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?			✓
Is furniture and equipment selected, adjusted and located appropriately?		✓	

**The audit will identify any difficulties on the site, which may be addressed over the coming years, funds being available.**

## **Main points in our plan**

### **Access to the curriculum:**

- The overriding principle is to provide full curricular access to all students who have been allocated a place at a Somerset School within the Cambian Group.
- The identification of barriers to participation in all areas of School life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods
- Individual subject areas are responsible for accessing each Somerset School's SLP's and Provision Maps for SEN data stored there, making appropriate use of information provided by the SENCo and identifying probable areas within their subject where students could experience difficulties. The annual development plan may include a component which considers how the curriculum will be adapted to meet the identified needs of students who will be taught in the coming academic year. Reference will be made to School resources and local/national guidance. The Senior Leadership Team will communicate when new support material becomes available
- Departments should identify staff development needs to improve their ability to meet the needs of students and include these within the performance management systems
- Links should be developed with agencies that can extend the expertise of staff and extend the learning experiences of students
- All staff should feel confident in their ability to deal appropriately with every student. They should be able to identify when a child is not suited to an activity, and have an alternative available.

### **Access to the physical environment**

- Within the context of Somerset School, which contains steps, all refurbishment will be undertaken with the intention of improving access for disabled students. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken, relating to a student with a disability, subject staff should implement the recommendations within their own teaching environment.

### **Access to written information:**

- Students who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be transmitted to the SENCo, who will become responsible for distribution to the School staff. All relevant information will be collated in Somerset School's database of student needs and kept available for staff evaluation.
- The SENCo will communicate individual requirements for enhanced scripts to Curriculum Leaders to enable them to produce material for a specific student.
- Students needing enhanced print should not be sent to collect their own version of a worksheet, which should have been prepared in advance of the lesson.
- Staff must ensure that the specific needs of every student has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to students, considering the need for simplified versions where this is appropriate
- The use of whiteboards and projectors must be considered in the context of students disabilities. Recognition must be given that some formats, whilst beneficial to many students, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled student is working.

### Action Plan for improving accessibility 2021-2023

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
<b>Access to the curriculum</b>				
Information about students accessibility	Update information set up by SEN department to collate and distribute information regarding students with identified disabilities	In September at the beginning of each academic year	SENCO	Information available and used by teaching and support staff
Barriers within subjects	Identify if barriers exist and ensure that wherever possible development plans identify necessary actions	In September each academic year	Curriculum Leaders Pastoral Managers SLT	Development plans contain elements to tackle specific issues related to disability
Links with external agencies	Develop links with external agencies who work with disabled students	Ongoing as required	SENCO/Headteacher	Increased awareness of what each external agency can do to support our students
Increased staff awareness	Empower staff to deal with students sensory needs appropriately	Each academic year as appropriate	SENCO/Headteacher	Staff are confident with their ability to teach identified students effectively
Review provision within music, performing arts and PE	Ensure these subjects provide access for identified students	In September each academic year	Curriculum Lead	Areas of difficulty identified for inclusion in action plan
Trips	Review accessibility for identified students on trips	As required	SLT	Procedures reviewed for planning trips to ensure accessibility issues considered

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
<b>Access to the physical environment</b>				
Steps	Work in conjunction with School Operations and Management to identify problem steps and introduce ramps where appropriate	Ongoing	Headteacher School Operations and Management SENCO	Provide ramps or similar access solution in identified areas
Painting/decor	Where this is undertaken, consideration to be given to sight impaired students.	Ongoing	School Operations and Management/SENCO	Contrasting colours may be used following SENDIST guidance
Evacuation procedures	Review of procedures	September each academic year	Headteacher SENCO	Review of needs of students at Somerset School and what they do during emergency situations
Lighting of entrances	Improve lighting outside main entrance to ensure safe entry and exit at all times.	As required	Headteacher School Operations and Management	Consideration of the type of replacement lights purchased
Lighting of classrooms appropriate to meet the sensory needs of students	Improve lighting in classrooms and corridors to reduce the impact on students' sensory needs.	On going	Headteacher School Operations and Management	
Appropriate furniture	As guided by EHCP	As required	SENCo	Ensure identified needs are met
Wheelchairs	Site survey to identify accessible rooms. Adapt curriculum rooms to enable wheelchair access.	As required	School Operations and Management Headteacher	All students, including wheelchair users can access all subject areas.
Site/grounds	Level outside spaces to improve access around the site.	On-going	Headteacher School Operations and Management	Grounds are judged to be suitable for all students, including those with visual impairment.



Target	Tasks	TIMESCALE	Responsible staff	Success criteria
<b>Access to written information</b>				
Enlarged print	Clarify systems for informing the individual subject teachers of the specific needs of identified students. Inform staff of procedures	Each September and ongoing throughout the year.	Head of Subject Subject Teachers	Students receive appropriate enlarged print for lessons
Access to ICT projection/laptops for text entry	Make relevant ICT available to students with specific needs	As need arises	All teaching staff	Students to be using appropriate ICT equipment Staff to be aware of how students can use ICT to support their learning

Signed: Sarah Bamsey (SENCO)

Date: September 2021

Review of Plan: June 2023