

PLASHET SCHOOL



Working together to promote & celebrate achievement

**Accessibility Statement and Plan
Revised and applicable from 1st February 2018**

A handwritten signature in black ink, appearing to read 'Irene Papadopolou', written in a cursive style.

Signed:

Chair of Governors

1. Aims of this Statement and Plan

Plashet School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability. Not all disability is visible. This Accessibility Plan covers all of these students. We 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 students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

At Plashet we aim to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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

The school supports any available partnerships to develop and implement the plan, particularly throughout work with the Local Authority, other schools and the Department for Education.

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.

2. Legislation and guidance

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Context

Plashet School is a 11-16 girls' school located in East London. The school comprises three buildings connected by an overhead footbridge spanning the public highway, Plashet Grove. The school has 1380 students on roll (Spring 2018) and by September 2021 there will be 1500 on roll. The school's performance puts it in the top 2% of schools nationally with a progress 8 score of 0.87 (as at Spring 2018).

Plashet School is committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability. This Accessibility Plan covers all of these students.

All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities. The Accessibility Plan shares objectives with our Special Educational Needs. The Accessibility Plan exists to ensure that we fulfil our vision of ensuring that through support, guidance, effort and determination, all students can achieve success.

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met.
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents/carers are informed of both their child's special needs and progress and that there is effective communication between parents/carers and the school.

3.1 Increasing the extent to which disabled students can participate in the school curriculum.

These areas include:

- Consideration of whole-school ways of increasing participation in activities such as after school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for vulnerable student groups, such as those with physical or behavioural challenges.
- How barriers to participation have been analysed using risk assessment pro-forma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of Learning Support Assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, promote and enhance attendance and participation.

- Consideration of the school response to students through the application of the SEND Code of Practice has improved student attainment and how effective communication regarding specific student needs has been achieved and monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted.
- Identifying staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require signing, personal hygiene support etc. has been identified and supported.
- Identifying student peer support mechanisms and the ways in that the school has ensured that students have a voice in decision that affect them e.g. Passport and Annual Reviews.

3.2 Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

Schools are expected to increase access to information to those with disabilities. We achieve this by:

- Ensuring that information to students and parents is made available in a range of formats including the school website, Plashet Post, the School App, Twitter, The School Planner, via telephone, via Satchel Post, and face to face.
- Ensuring the resources and the range of resources are available in a range of texts formats, diagrams, images, audio, visual and tactile forms and modes to meet a diversity of student need.
- Ensuring that there is effective adult support to enhance the opportunities for students/parents who have difficulties in accessing information.

3.3 Monitoring the success of the plan:

On-going evaluation and adjustment in terms of delivery takes place as we are a self-reflective school. However, we judge our success by:

- Success in meeting identified targets for individual students.
- Improvement and changes in physical accessibility of school buildings.
- Exit Questionnaires for students and Parent View questionnaires
- Improved levels of confidence by staff in reducing the obstacles to success for students with additional needs and managing differentiation in the classroom
- Recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the school, including visits and trips.
- Increased levels of achievement for students with disabilities.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety Policy
- Fire Evacuation Procedures
- Disaster Plan/Business Continuity Plan
- Public Sector Equality Duty Statement Special educational needs (SEN) information report
- The Special Educational Needs Policy
- Supporting Students with Medical Conditions policy

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

5. The Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	The curriculum is delivered. Students are supported to ensure that access to the curriculum is achieved.	Students are formatively assessed. Students undertake formal Summative assessments twice a year across all year groups. Information is shared with Parent/Carers	All classroom teachers Subject Teachers and line managers	On going	Students are engaged in their curriculum offer. Students are on target and achieve their potential

	<p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Close on going monitoring takes place</p>	<p>throughout the academic year</p> <p>Students are supported appropriately in the classroom and outside the classroom by a range of teaching and support staff</p>			<p>Students' individual A8 Scores and eventual attainment are met and or are exceeded</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts on North and South sites • Students are given a lift pass so that they are able to access the lifts • Disabled toilets and changing facilities and seated shower arrangements in place • Parents/carers are able to use the Disabled parking bay and also the rear entrance with ease now that gates are automated. 	<p>Students move around the site with assistance in some cases.</p> <p>We encourage students with disabilities to move around the site with some independence as appropriate and as confidence grows</p> <p>Some students leave lessons a few minutes before the main school population begin their lesson changeover so that they are able to move from classroom to classroom when there is less foot traffic on the main corridor routes.</p>	<p>To continue to monitor the health and safety of the site.</p>	<p>Site Team</p> <p>Premises Manager</p> <p>School Business Manager</p>	<p>On going</p>	<p>Students and staff are able to access the site with ease without obstruction</p>

<p>Improve the delivery of information to students with a disability</p>	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • The HI and VI Borough specialists 	<p>Students are fully accessing the curriculum and are engaged in learning.</p>	<p>To continue to monitor the health and safety of the site.</p> <p>To continue to monitor the access of the site.</p>	<p>All classroom teachers</p> <p>Subject Teachers and line managers</p>	<p>On going</p>	<p>Students are engaged in their curriculum offer.</p> <p>Students are on target and achieve their potential</p> <p>Students' individual A8 Scores and eventual attainment are met and or are exceeded</p>
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