SCALBY LEARNING TRUST

HISTORY OF DOCUMENT

Issue No.	Author	Date Written	Approved by Trustees	Comments
1	CRO in conjunction with	January 2018	Draft – Awaiting Approval	

Vision and Values

At Scalby Learning Trust our values reflect our commitment to a school where all students are encouraged to be the best they can be. Students are provided with high quality learning opportunities so that each student attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. Our work is focused on developing and celebrating students as individuals and not just as learners. We believe that every child, regardless of ability, deserves a first class education.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Accessibility Strategy

This statement sets out the ways in which Scalby School provides access to education for students with a disability. A person has a disability if:

- they have a physical or mental impairment

- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010).

Scalby Learning Trust's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010).

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Trustees of Scalby Learning Trust support the Special Educational Needs and Disability Act (2010). Scalby Learning Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. Scalby Learning Trust will review access to the physical environment for students with disabilities.

Evacuation Procedures

Scalby Learning Trust will adapt its evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up for students with additional needs/disabilities.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

The Scalby Learning Trust Information Communication Technology (ICT) network can provide access to students in a variety of locations. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.

In constructing the School's timetable, sympathetic consideration will be given to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. Scalby Learning Trust will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

Students at Scalby have always been able to participate fully in the wide range of extra-curricular activities offered consistent with the limitations imposed of any disability. This has included:

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips. The unsuitability of any event and the need for additional support can be discussed fully with the parents in advance.

Information for Parents and Students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEN(D) Policy). Large print format materials can be made available. If either student or parents have difficulty accessing information normally provided in writing by Scalby Learning Trust as worksheets, homework or newsletters then the academy will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility.

- Admissions Policy
- SEND Policy
- Equality and Diversity Policy

All other policies will acknowledge the requirements of the policy.

Scalby School Accessibility Plan

Improving Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
Access: To be aware of the access needs of all students/children, staff, governors and parents/carers Ensure all staff & governors and other volunteers / visitors to the academy are aware of access issues	Gather data around access needs at the point when a child begins at the academy Create access plans for individuals as required Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy. Include the accessibility plan as part of staff induction process.	Annually or as required September (annually) As required	JHA / HOY7 JHA / LRE LRE CBR / LRE	Individual, relevant and current information is gathered and shared as required so that all needs are met.
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Reception / Caretakers	All visitors feel welcome.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	Caretaker	Everyone feels safe and can gain access safely into the school grounds

Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	JHA / LRE	All students and staff working with them are safe
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily Checks Annual Fire Risk Assessment	Caretaker / NPE	All personnel and students have safe independent exits from academy
Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc	As works are undertaken	NPE	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors

Improve access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	CRO	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	SLT SLT	All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	JHA / LRE	Parents/carers have choices about how they are communicated with and how they provide their points of view.

Improve access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs	As required in response to student need	All staff	All students access fully the curriculum provided.Structured conversations as appropriate with parents/carers.
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required	As required in response to student need	All staff	Progress confirmed by observations and formal assessment

	through liaison with Speech Therapy Service.			
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. TA support as required.	As required in response to student need	LRE / MGA	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to student need	LRE / JHA	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access to	TA support as required	LRE / JHA	Children are able to access all activities.

	server at lunch time, Regular visits from Physio			
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	TA as required.	LRE / JHA / MGA	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE	LRE / JHA	Children able to access the activities.
Necessary provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to student need	LRE / JHA	All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through RAGs. Provide appropriate interventions.	Weekly	RSL / Head of English and Mathematics	Enhanced student progress shown in Praising Stars

Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	LRE / JSH	All students can fully access all exams and statutory assessments