

Richard Challoner School

Accessibility Policy and Action Plan

Policy Date: May 2020



Accessibility Policy Statement

Richard Challoner School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the SEN and Disability Act 2001 amended Part 4 of the Disability Discrimination Act 1995 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability,
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage and
- To plan to increase access to education for disabled pupils.

This plan should also be read in conjunction with and will contribute to the review and revision of related school policies, strategies, documents and plans:

- Curriculum Policy
- Equal Opportunities and Diversity
- Child Protection and Safeguarding policies
- SEND Information Report
- SEMH Newman Centre Policy
- Post 16 Xavier Centre Policy
- School Development Plan
- Staff Handbook and Mission Statement

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight.

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Consultation, Implementation and Review

The accessibility action plan has been produced by Richard Challoner School in consultation with parents, young people and children, specialist advisors. The action plan sets out how we plan to:

- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- increase the extent to which disabled pupils can participate in the curriculum
- improve the availability of accessible information to disabled pupils and their families

The Action Plans, relating to these key aspects of accessibility, are attached below. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

1. Action Plan - Environment

Increasing access to the physical environment

Richard Challoner will aim to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

	Priority	Action	Person Responsible	Outcomes
1.1	Continue to increase time allocated to physical support for pupils on OT /Physio programmes including individual and group work		RG/ AC/in-house OT	Since the start of the Autumn Term 2019, OT /physio outlined on pupil/student EHCPs has been delivered by OT or an appropriately trained member of staff
1.2	Continue to make adjustments to the school site, including remodelling of current Xavier Centre teaching spaces to better accommodate increase number of students with physical needs and Post-16 students with MLD	Remodel current spaces and utilise existing rooms appropriately Project manage new building work and implement designs to provide open, user-friendly and comfortable environments Consult with young people and local parents to help design and plan new teaching spaces	SM/RG/ Site Management Team	By the start of the Autumn Term 2020, new teaching spaces would have been accessed and new rooms utilised



2. Action Plan - Curriculum

Increasing access to the curriculum

Richard Challoner will aim to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum, providing staff training and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Person Responsible	Outcomes
2.1	Annual review of PEP to complement existing resourced provision arrangements	Agree SLA with the LA and commence building works/remodelling	SM	Since the start of the Autumn Term 2016, OT and Physio outlined on pupil statements have been delivered by appropriately trained member of staff
2.2	Development and delivery of Pathway 2 Curriculum offer to include Curriculum, Food Skills (all Level 2 courses). Keep under review to reflect needs of students	Seek course accreditation for new courses	RG/AC/DC/IOB / Year Leaders for Y9 & Y10	By the end of Summer 2020, a new curriculum package will be developed to support students with their literacy and numeracy skills and will be delivered by appropriately trained staff
2.3	To have a ASD Coordinator in position	Appoint a ASD Coordinator	JN/AC	Since the start of Autumn 2019 a new ASD Coordinator has been in role
2.4	Continuation of Social Thinking groups across all phases for pupils with ASD and pupils post 16 with MLD	ASD Coordinator to plan and deliver sessions	ASD Coordinator	Since Summer 2019, BM data pertaining to students with ASD reflects improvement in positive attitude to social situations
2.5	Continuous training opportunities available to ASD Coordinator/ ELSAs and Phase Coordinators to proficiently meet the needs of pupils with additional needs	Seek courses to target specific needs	RG/AC/Phase Coordinators	By the end of Summer 2021 staff would have had opportunity to further develop their skill base

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3. Action Plan - Information

Ensuring the availability of information to disabled pupils and their families

Richard Challoner School aims to improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Person Responsible	Outcomes
3.1	Continuing to develop and update the school website to reflect links to the Local Offer and School Offer	New and updated information to be added to the school website as and when this becomes available – particularly in relation to new SEND guidance	RG/AC/MC	Parents can find information more easily relating to graduated approach to SEND at Richard Challoner School
3.2	Families to continue to have easy access to clear information regarding the support available for the children with SEND and/or disabilities	School to update and publish an SEND information report that is clear and answers key questions that parents might have. Published on school website and available in other accessible formats on request Ensure that any communication intended for a wide audience is written in plain English following guidance: http://www.plainenglish.co.uk/free-guides.html	RG/AC/MC	Families to continue to feel confident about legislation regarding SEND Reforms
3.3	Pupils at SEN support and with EHCPs continue to have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way	Develop use of online questionnaires for pupils who have EHCPs to complement existing information collection Continue to promote the appropriate representation of students with SEN and Disabilities on School Parliament	RG/AC/JB/ Age Phase Coordinators	Pupil voice is increased in appropriate, creative and personal ways

Review Due: May 2023 Review Cycle: Every 3 Years