



CHALLNEY HIGH SCHOOL FOR GIRLS

Challney High School for Girls Accessibility Plan

Rationale

The Accessibility Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by the DfES in July 2002, the Disability Act 2010 and the Children and Families Act 2014.

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

“A person has a disability 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 carry out normal day to day activities”.

Objective

To reduce and eliminate barriers allowing access to the curriculum and full participation in the School community for students, prospective students and our adult users with a disability. This aim is in accordance with the ambitions of the School development plan and our mission statement “Respect, Opportunity, Achievement”. The overall vision of the School is to achieve an environment where all parties can flourish.

Principles

The School’s aims are consistent with the Equality Act 2010, the Children and Families Act 2014 and the operation of the School’s SEND policy. The School recognises its duty under the DDA:

- not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
- not to treat disabled students less favourably
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage
- to publish an Accessibility Plan
- to value the dignity and views of each individual student.

The School recognises and values parents' knowledge of their daughter's disability and its effect on her ability to carry out normal activities, and respect the parents' and student's right to confidentiality.

The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles; and endorses the key principles which underpin the development of a highly inclusive curriculum; these include:

- setting suitable learning challenges, allowing students to achieve their full potential;
- responding to student's diverse learning needs;
- overcoming potential barriers to learning and assessment for individual and groups of students.

The Accessibility Plan will tie in with:

- Special Educational Needs and Disabilities Policy
- SEND Information Report to Governors

Both of these articles are reviewed yearly by the Governors.

Physical Environment

The School was completed in 2011 and complies with DDA regulations DDA compliance is monitored and reviewed by the relevant senior leader, delegated governor, business and premises managers. The School is fully accessible to wheelchair users and other individuals with reduced mobility.

The School has readily provided provision for staff with special needs.

Delivery of the curriculum

School staff receive training in making the curriculum accessible to all students and are aware of its importance. The School will continue to seek and follow the advice of Local Authority services, appropriate health professionals from the NHS or any other suitable professional bodies.

The School will continue to ensure that the curriculum is accessible and where needed review this on an individual basis for students to ensure that they are not disadvantaged. Where additional support is required relevant staff will receive appropriate training to ensure support can be delivered.

Accessing the Plan

The Plan will be made available to parents on the School's website and a paper copy can be provided if they so wish. Staff and students will be able to access the plan from the School's VLE.

The school is aware that information can be provided in alternative formats to ensure access to the curriculum and this will be provided when requested or required. Regular reviews of the plan should take place at least annually and if circumstances change.

Information from student data

No students are denied access to the school unless student numbers have been exceeded. Students with EHCPs are taken on even when this occurs, in accordance with The Children and Families Act 2014.

Liaison with feeder primary schools enables early identification to take place and affect a smooth transition and that the needs of students are met as far as possible.

The School is the only girls school within the Local Authority and therefore is a focus for parental choice within the wider community.

The ways in which the school achieves improved facilities for disabled individuals:

- adaptable furniture available in all classrooms
- lift available
- designated disabled parking
- toilet and changing facilities with mobile and static hoist
- refuge points
- evacuation chairs provided at strategic locations around the school site and a number of staff have been trained in their use to assist with the evacuation of disabled students/staff or visitors
- visualizers and iPad apps for the visually impaired
- loop system for the hearing impaired
- suitably trained teaching assistant support
- reduced curriculum
- large clear signage around the School
- Access Arrangements for exams
- Specialised equipment in design technology subjects
- Colour appropriate displays/resources/direction

	Targets	Strategies	Outcome	Timeframe	Review
Short Term	To ensure the school meets the individual needs of all disabled students and students with temporary injury (Curriculum (C), Environment (E), Information (I)).	To respond to individual pupil need as required	Individual needs are met.	On-going	Achieved through EHCP Annual Review Meetings, Transition Meetings and additional meetings with parents/carers/outside agencies
	To ensure that the needs of visually impaired students are met (C, E)	To respond to requests from VI team	Visually impaired students have equal access to the curriculum, building and information	February 2017	
	To increase pupil voice regarding input to the plan (C, E, I)	Students contribute to the development and review of the plan via meetings with parents/students for IHCPs and SEND profiles	Students have a louder voice in terms of their own needs	3 times a year ongoing	
	Increase access to the plan for parents and students (I)	Plan made available on the School website	Students and parents have greater access to the plan.	February 2017	
	To ensure that access arrangements are in place (C)	Standing item on dept meetings. ISS will deliver staff briefings. ISS will perform core assessments	Appropriate access arrangements put in place for students to have a level playing field in all assessments	Ongoing	
Medium Term	To ensure our facilities for, physio changing and toileting disabled students are adequate (E)	Arrange a meeting with Lady Zia Werner Special School and Occupational/physio therapists	Appropriate rooms, storage, and time given to achieve this with safe moving and handling procedures	Spring 2017	
	To ensure classrooms are suitable for a range of disabled people (E)	To review room layouts, seating plans etc.	Classrooms cater for the needs of all disabled people.	Spring 2017	

	Increased information sharing on how to meet the needs of disabled students (I)	Staff development sessions to highlight strategies for use with disabled students	Wider range of strategies being used by staff leading to improved outcomes for disabled students in lessons.	Spring 2017	
Long Term	To ensure that the building environment continues to be suitable for a range of disabled people (E)	To consider any necessary resources, building modifications as part of the wider school review of modifications	The building is accessible to all disabled people	2017-2018	
	Review checklists on an annual basis	Use recommended checklists to make sure that everything possible has been put in place for disabled access to the school.	All the school community integrated fully.	Annually before new year 7 starts	
	To ensure that all relevant training for staff is in place	Liaison with Lady Zia Werner and Special School to keep training qualifications up to date.	Staff are qualified to work with and have the specialist knowledge needed to work with disabled students.	Annually	