Accessibility (Disability) Access Plan

Policy reviewed by:	**Safety and Wellbeing Committee**
Meeting:	**Spring**
Review frequency:	**3 Years**
Approved:	**Spring 2024**
Next review:	**Spring 2027**

Definition of Disability:

1. "Disability". A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. The Disability Discrimination Act 1995 (amended 2005) (DDA) uses a broad definition of these to cover all activities that occur in a school.

2. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on students' everyday lives.

Accessibility:

This audit has been completed in the context of a Special School catering for students with Moderate Learning Difficulties plus a range of additional complex, but not severe difficulties. The responses reflect the provision currently in place for the students who attend this school. Individual audits will be completed for students with physical disabilities as and when necessary and reasonable adjustments will be made.

Curriculum:	Yes	Some	No
1. The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.			
2. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?			
3. Are your classrooms optimally organised for disabled students?			
4. Do lessons provide opportunities for most students to achieve?			
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to student diversity?			
6. Are most students encouraged to take part in music, drama and physical activities?			
7. Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?			
8. Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?			
9. 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?			
10. Do you provide access to computer technology appropriate for students with disabilities?			
11. Are school visits, including overseas visits, made accessible to most students irrespective of attainment or impairment?			
12. Are there high expectations of most students?			
13. Do staff seek to remove most barriers to learning and participation?			
Physical surroundings:			
14. Does the size and layout of areas - including most academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for most students?			
15. 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?			
16. Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			

17. 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?			
18. Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?			
19. Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?			
20. Are areas to which students should have access well lit?			
21. Are steps made to reduce background noise for hearing-impaired students such as considering a room's acoustics and noisy equipment?			
22. Are furniture and equipment selected, adjusted and located appropriately?			
Access to the written word:			
23. Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?			
24. Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?			
25. Do you have the facilities such as ICT to produce written information in different formats?			
26. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?			

Main points:

Access to the curriculum:

- The overarching principle is to provide full curricular access for all students who have been allocated a place at Selly Oak Trust School.
- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods to facilitate this.

- The Whole School Development Plan should 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.
- 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.
- Staff should feel confident in their ability to deal appropriately with students. They should be able to identify when an activity is not suited to a child and have an alternative available.

Access to the physical environment:

- All refurbishment and new buildings 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:

- Staff must ensure that the specific needs of every student have 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 projectors and TVs must be considered in the context of students' disabilities

Action Plan for improving accessibility 2023-2024:

Key Area	Target	Tasks	Timescale	Responsible staff
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Improve signage	Review of Procedures on application of new intake – i.e student requiring braille Currently we have no students on role		Leadership Group
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	Improve equipment.	Review of Procedures as above		Leadership Group