



THE CORBET SCHOOL

Access Plan 2015-2018

Associated Policies

Equality Scheme

Review Period:- 3 Years

Review Completed:- January 2015

Policy Manager:- AH - SENCO

Next Review Due:- January 2018

Approval Authority:- Curriculum

Access Plan 2015-2018

Introduction

The Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Corbet School Technology College's Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of Disability

A person is disabled if he/she has a mental or physical impairment which has a substantial and long-term adverse effect on the ability to carry out day-to-day activities:

- Substantial – more than minor or trivial effect
- Long term – a year or more
- Day-to-day activities – living and learning

Included in the definition is a continuum of impairments including sensory, dyslexia, autistic spectrum disorder, diabetes, speech and language, severe asthma and learning difficulties resulting from complex profiles of disability.

Not included are those children with emotional and behaviour difficulties for social and domestic reasons.

The definition now includes people with progressive conditions including HIV, multiple sclerosis and cancer.

It is noted that many pupils who are disabled also have Special Educational Needs.

Accessibility Plan
Section 1
Improvements in Access to the Curriculum.

	Target	Strategies	Responsible person	Resources- Human + financial (including source)	Desired Outcomes	Time scale
	Adapt curriculum in KS3 and introduce new courses in KS4 when need is identified to meet the needs of all learners.	Withdraw pupils from selected curriculum areas and introduce new courses to widen the available choices including continuation of offsite placements. Seek pupil's views.	ALM/ GS/SENCO	General Budget, Pupils premium monies.	<ul style="list-style-type: none"> • Reduced curriculum as needed. • Alternative curriculum at KS4 is available. • Students buy in to this provision. • Pupils have the opportunity to develop basic skills. 	Annually/on-going as needed
	Review provision at break/lunch time for pupils with emotional, social and behavioural difficulties needing supervision.	Training in social skills development techniques for selected staff.	SENCO/ ALM	£700 Woodland outreach service	<ul style="list-style-type: none"> • Two members of staff trained. • Pupils attending social skills groups in school. • Less incidents re anti-social behaviour in non-lesson time. 	15-16
	Continue to develop all staff expertise and knowledge of specific needs by continuing to liaise with all appropriate agencies	Purchase outreach services from e.g. Woodlands Outreach, Severndale special school outreach, EP service, Health services etc. as required.	SENCO /JT	CPD Budget	<ul style="list-style-type: none"> • Pupils receive consistent and coherent support from school and any outside agency involved. 	Annually On-going as needed
	To support pupils with BESD by providing access to support from the pastoral team.	<ul style="list-style-type: none"> • Pastoral team support • EHAF/EHPM meeting as required. 	ALM/LM/ LM's assistants/ SENCo	Funding for traded services if required.	<ul style="list-style-type: none"> • Pupils feel more secure in all areas of school life and are able to reach their academic potential. • Significant long term absences are reduced. • FTE's are reduced. 	On-going

	Continue to Develop a bank of auxiliary aids, equipment and resources which will assist pupils to access the curriculum	<ul style="list-style-type: none"> • On-going purchase as the need arises. • Seek advice from outreach services. • Seek pupil views. 	SENCO / Head/KR		<ul style="list-style-type: none"> • Specific pupils are able to successfully access an appropriate curriculum. 	On-going as needed
	Font size 12 / 14 and use of off-white paper. Interactive whiteboards to be set to off-white background (if possible). Replace present SD equipment with HD equipment	<ul style="list-style-type: none"> • New resources to use this Font size/off white paper. • All interactive whiteboards set to off-white background. 	HOD's/ICT	Departmental resources. Cost of HD Boards & projectors	<ul style="list-style-type: none"> • No in-house resources in use with smaller print. • Interactive whiteboards set to off white background as standard. 	On-going
	Monitor and respond to any adverse trends/patterns in achievement with regards to vulnerable groups	Use of school monitoring system to identify pupils who require intervention.	JT/GS/ALM/S ENCo/ HODs	Intervention, pupil premium monies – non-LAC/LAC	<ul style="list-style-type: none"> • Identified pupils achieve in line with their targets – school and national. 	On-going
	Continue to analyse the achievement of pupils who are in the groups listed on page 3	Analyse pupil's performance via school monitoring system and Raise-on-line.	SLT/ SENCo	Access to school minoring system information and data handling software. Access to rasie-on-line.	<ul style="list-style-type: none"> • Identified pupils achieve in line with their targets – school and national. 	

	Accessibility of examinations/assessments for all pupils.	Provision of reader, scribe etc. in order for pupils to demonstrate their knowledge and skills. Training of staff to be readers and scribes New senco trained to apply for student access arrangements.	SENCo/ Sue Mapp	Training regarding access arrangements. regulation Training of support staff. Time for assessments and applications to be undertaken.	<ul style="list-style-type: none"> Identified pupils achieve in line with their targets – school and national. 	Anually
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Section 2

Physical improvements to increase access to education and associated services

	Target	Strategies	Responsible person	Resources- Human + financial (including source)	Goals Achieved	Time scale
	Improve access to rooms.	Clearly display room number on door using yellow paper / bold, large type	KR/Site manager	Repairs & Maintenance Budget	Pupils find rooms easily	On-going - as needed
	Maintain the state of repair of all existing ramps and access points across the school to ensure safe access to all areas (except upstairs in the two storey block).	Closely monitor state of the ramps and seek rapid repairs or replacement as necessary.	KR/Site manager	R & M Budget	Safe access to all areas except upstairs in the two storey block	On-going - as needed
	Maintain ground markings to assist physically and visually impaired pupils.	Markings are renewed as necessary	KR/Site manager	R & M Budget	Safety of pupils is enhanced	On-going - as needed

	Maintain and review disabled toilet facilities – check locks, water , emergency pull cords	Disabled toilets to be monitored on a regular basis.	KR/Site manager	R & M Budget	Disabled toilet facilities available at all times	On-going - as needed
	Provision of a locker for identified pupils with additional needs	Identify pupils via primary school liaison and outside agencies	SENCo/KR	R & M Budget	Pupils are able to access the school site with greater ease.	On-going - as needed
	Early identification of pupils requiring additional support with accessing the school site	Forward planning/close liaison with primary schools, LA officers, outside agencies and health services Individualised transition programme.	SENCo/ ALM/KR/ HLTA	R & M Budget if needed.	Pupils are safe, confident and have access to all facilities (except upstairs in two storey block)	Nov-July for Year 6 pupils. As needed for new admissions and new cases.
	Procedures for storing and administering and disposal of medication and associated equipment e.g. sharps, pads	Review procedures for administering medication in accordance with guidance from The school medical needs policy	KR/NS Liaison with school nurse.	Office Budget	<ul style="list-style-type: none"> • Safe keeping of medication is ensured • Pupils are more willing to take medication 	On-going – as needed.
	Review colour schemes when refurbishing rooms and corridors to benefit pupils with visual impairment. Check window blinds and replace/repair as needed	Seek advice from the LA sensory support service or appropriate colour schemes and blinds	KR/site manger	R & M Budget	Physical accessibility of school increased and maintained.	On-going – as rooms are refurbished

	School plans to improve access to all designated areas over successive financial years. This is notably the upstairs rooms (Maths, Art) in the two storey block Seek to install a lift in the maths, science art block	Apply to CIF or use DFC.	Head / KR/Govs B&M	CIF and/ or DFC funding	Physical accessibility to all parts of the school increased. Install a lift system behind the present Science/Maths stair well. This will also allow a greater number of physically disabled pupils to consider the corbet as their choice of secondary school.	2015-18 Lift installation 15-16
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Section 3 Improvements in the delivery of information to pupils.

	Target	Strategies	Responsible person	Resources- Human + financial (including source)	Goals Achieved	Time scale
	Ensure the availability of suitable written material in alternative formats	School will continue to produce alternative format work – as necessary. It will also seek help/advice from the appropriate specialists.	SENCo	General Budget / L.S Budget	Delivery on information to any pupil – as necessary. Written information will be available to any pupil – as necessary	On-going – as needed
	Continue to differentiate the curriculum including assessment and homework.	HODs to identify need.	HOD's	Department Budgets	Pupils are able to access the curriculum at an appropriate level.	Ongoing – as departments review their SoW / PoS

	<p>Ensure pupils with hearing impairment can access the curriculum.</p>	<p>Implement advice given by external agencies. Staff trained in the use of audio equipment. Maintain audio loop system in school hall. Selected staff training in use of alternative methods of communication e.g. Makaton.</p>	<p>SENCo/KR</p>	<p>R & M Budget</p>	<p>Pupils can access information.</p>	<p>On-going as needed</p>
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