

# SOLWAY COMMUNITY TECHNOLOGY COLLEGE

Committed to **EXCELLENCE**

Nurturing **INDIVIDUALITY**



**ACHIEVEMENT** for all



## Solway Community Technology College Accessibility Plan

### School Values

These values are shared by the staff and governors and underpin the education we offer at Solway Community Technology College.

We believe in:

- every pupil's entitlement to learn, feel safe and be happy.
- encouraging our pupils to have high expectations of themselves.
- caring for others, particularly the feelings of others.
- co-operating with one another and talking to solve problems.
- respect for nature and the environment.
- equal opportunities.
- mutual respect between pupils and staff.
- self-respect and self-discipline.
- a sense of community.

These values inform our work. We share these values with pupils through our day-to-day interactions, through our assemblies and through our curriculum.

Version No	Author/Owner	Date Written	Note of amendments made	Signature	Review Date
2014-01	GW	Nov 2014	Approved by Governors 18/03/2014		

## ***Introduction***

**The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, 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 Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- 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.

**It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.**

### ***1A: The purpose and direction of the school's plan: vision and values***

Solway Community Technology College offers an inclusive curriculum allowing all pupils to participate in education to the best of their ability. The School aims to achieve this by addressing the three principals of inclusion outlined in the National Curriculum Inclusion Statement:

- A Setting suitable learning challenges
- B Responding to pupils' diverse learning needs
- C Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The School recognises the premise of the Code of Practice that all staff are responsible for meeting the needs of the pupils.

**The school has set the following priorities for the development of the vision and values that inform the plan:**

- To cultivate a positive attitude towards learning in the whole school community
- To ensure the highest quality of learning experience
- To provide an environment and community that is safe, stimulating and supportive

To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.  
To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.  
To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.  
To regularly review and evaluate standards of attainment for disabled pupils.  
To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.

### ***1B: Information from pupil data and school audit***

The Disability Discrimination Act defines a person as being disabled as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day duties.”

The Education Act 1996 says that “a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.” It also says that “a disability, which prevents or hinders them from making use of education facilities”, amounts to a learning difficulty if it calls for special educational provision to be made. Special educational provision is provision that is additional to or otherwise different from provision that is normally available in the area.

Solway Community Technology College is a small Secondary School of approximately 150 pupils. Consequently incidence of many disabilities is very low. Currently we have pupils with moderate and severe learning difficulties, specific learning difficulties, Autistic Spectrum Condition, Emotional and Behavioural Difficulties, physical difficulties and health issues, such as diabetes.

### ***1C: Views of those consulted during the development of the plan***

As incidence is low, it is not efficient to plan to meet the needs of all disabilities in advance. Pupils, Parents, Carers, Social Care, Health Care and specialist teachers are consulted prior to admission and procedures and facilities put in place. Views of parents regarding how the needs of pupils with SEN are met are gained through reviews, both formal and informal.

#### **Areas for improvement:**

2009 - 2010: Parents and Carers to be consulted through School Newsletter as to how well the needs of their child are being met.

Outcome: Parents were asked, through the Newsletter, if they had concerns over access at school. No concerns were raised.

2010 – 2011: Consultation through Newsletter to be repeated, possibly through a circulation of summary of the policy and a return slip.

Outcome: Questionnaire has been designed to circulate to parents.

2011 – 2012: Questionnaire to be circulated to parents.

Outcome: Again no response from parents.

2013 – 2014: Parent views again to be sought through questionnaire.

2015 – 2016: No parents have questioned accessibility issues following communication through Newsletters. There have been discussions with parents, as part of meeting their child's SEN, as to how best allow them access. An example of this would be meeting with specialist staff from the Children's Development Centre on how best to support a child with ASC. Similarly this forms a significant element of Team around the Family meetings. Issues will continue to be dealt with as they are identified.

## Priorities

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

**Every pupil follows a curriculum that is appropriate to their needs, for example through adaptation to meet the needs of a gifted and talented pupil or one with severe learning difficulties. Adaptations are made for pupils with physical difficulties in practical subjects and these are reviewed with the pupil. There is no pupil who is not able to participate to the fullest extent in an appropriate and agreed curriculum.**

### **Areas for improvement:**

2009 – 2010: Lessons provide opportunities for all pupils to achieve – Observations of teaching part of Inclusion Development Plan.

Outcome: Ofsted identified >95% of lessons good or outstanding.

2010 – 2011: Needs to be ongoing.

Outcome: Ongoing. Teaching of English defined as good by Ofsted, including discussions of reading programmes.

2011 – 2012: Consideration of progress of pupils who access FSM and those at School Action to take place.

Outcome: work has been undertaken to review progress of vulnerable pupils at GCSE and other Year Groups. Pupils who access Free School Meals perform well (See Inclusion Department Review 2013). The variation of performance of pupils at School Action is accentuated by the small numbers involved. These pupils receive appropriate support (See Inclusion Department Review 2013).

2013 – 2014: Analysis of vulnerable groups to be extended to all Year Groups.

2015 – 2016: Analyses of groups of pupils does not identify any particular groups as not performing in comparison to others. Individuals are identified and strategies put in place to ensure improvement. These are then reviewed at the next data collection point. Access to PE is successfully achieved through support and adaptation for pupils with physical

difficulties and ASC. All pupils have access to all extra-curricular activities. These approaches will continue.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

All areas of the school are accessible by wheelchair, except Room 15 and the girls toilets. Room 15 has no specific equipment and consequently lessons are able to be moved to another room. The disabled toilet is accessible to wheelchairs. The ramp between rooms 10 and 11 is too steep for safe independent wheelchair use and staff have been utilised to safely manoeuvre pupils to the bottom of the ramp. Some entrances are not wheel chair accessible.

**Areas for improvement:**

**2009 – 2010: with regard to sensory difficulties.**

School to have an acoustic survey carried out November 2008. Actions to depend on outcome of this.

Outcome: Survey carried out (except Rooms 16 and 17), no significant areas of difficulty.

Advice to be gained regarding visual access to school and signage.

Outcome: Not carried out

**with regard to physical difficulties.**

School to review wheelchair access to all external doors. Year 2009 2010.

Outcome: not carried out due to financial costs.

Programmes for pupils with dyspraxia to be in place for 2009 2010.

Outcome: Training attended by MH and support being provided in PE lessons.

2010 – 2011: Wheelchair access ongoing, acoustic survey to be completed, visual access ongoing.

Outcome: Physical access is restricted by resources available. Work has been done with regard to the difficulties a pupil wearing hearing aids had. This is now resolved. Visual Access on going.

2012 – 2013: Pupil with physical difficulties joined in Year 7.

Outcome: Hand rails put in place at all steps, ie Rm 15, Girls Toilets and PE Store.

2013 – 2014: Access to school for adults in wheel chairs to be reviewed in light of new entrance. Review of needs of pupils with physical difficulties following assessment by physiotherapist and occupational therapist.

Outcome: Advice received, writing slope provided and actions and equipment in place in Food Technology.

2015 – 2016: Access for adults in wheel chairs in place with new accessible doorbell. Pupil for whom advice was given with regard to physical difficulties is not wholly independent in school. High visibility tape needs to be replaced on steps.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

*Pupils who have difficulty accessing assessments have access to staff to read text for them, text is routinely, where necessary, photo-enlarged or*

*copied onto coloured paper and differentiated. Where recording or organisation is a difficulty material is provided already written for them. The school is aware of which parents may have difficulty with text and will make personal or telephone contact with these. The school does not have or expect to have in the next three years any pupils requiring Braille, signing or the use of picture/symbols.*

**Areas for improvement:**

2009 – 2010: Development of all written communication home to be available on the school website.

Outcome: In place

2010 – 2011: Make parents/carers aware of alternative means of communication, with parental access to information process.

Outcome: Ongoing

2011 – 2012: Ongoing

2012 – 2013: Ongoing.

**2015 – 2016: Ongoing**

**Management**

**3A: Management, coordination and implementation**

*The Governing Body will review this plan annually, within the cycle of policy reviews. Any member of the community can approach the Governor with Responsibility for SEN, the Headteacher or the Inclusion Manager to raise issues relating to the plan or to contribute to the plan itself.*

**The implementation of the plan will be co-ordinated by the Inclusion Manager, with the Headteacher, Governor with Responsibility for SEN and School Business Manager.**

3B: Getting hold of the school's plan

**The school makes its accessibility plan available in the following ways:**

The Accessibility Plan will be available through the School Office.