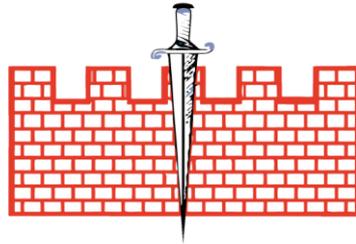


Shoeburyness High School

a member of Southend East Community Academy Trust



'Expect Excellence'

ACCESSIBILITY PLAN

March 2019

Status : Statutory
Next revision due : March 2020
Reviewed and monitored by : SENCO
Lead Member of Staff : Site Manager
**Signed by Chair of
Local Governing Body** :

The School's Context

We are a community comprehensive academy school for boys and girls age range 11 to 18 with a 10% selective intake.

School Mission Statement

*Our school is a learning community
which values all individuals
and celebrates the contribution
they make towards the
achievement of excellence.*

Our Vision

The community takes pride in Shoeburyness High School because staff pupils and parents are committed to raising achievement and providing a quality education for all by working closely together. We are acknowledged to be the school of choice by both parents and pupils within the community because our school ethos encourages and supports learning and recognises and respects each individual. Our aim is to enable each one of our pupils to achieve their full potential as young adults and to foster their academic ambitions and achievement.

1. RATIONALE & PURPOSE

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:

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

Shoeburyness High School must not treat disabled students less favourably and take reasonable steps to avoid putting disabled students at a substantial disadvantage under their 'reasonable adjustment' duty.

Definition of disability (Equality Act 2010)

A person has a disability if the person has a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition includes sensory impairments

such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. The definition also includes developmental impairments such as autistic spectrum disorder and dyspraxia.

- 'Long-term' is defined as 'a year or more'.
- 'Substantial' is 'more than minor or trivial'.

2. POLICY STATEMENT

Shoeburyness High School aims to include all students, including those with disabilities in the full life of the school. Our strategies to do this will include:

- Having high expectations of **all** students
- Raising our students' self-confidence and promoting independent learning
- Maximising our students' opportunities to reach their potential
- Setting an admissions policy and criteria that does not discriminate
- Promoting inclusion and meeting our students' needs within a mainstream setting
- Identifying special needs/disabilities early and giving early support
- Seeking the views of the students and taking the students' views into account
- Taking account of parents' views and promoting partnership with parents
- Offering all students with special educational needs/disabilities full access to the national curriculum including sport, music, and drama
- Making reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all. Accessibility is for all disabilities including hidden ones such as autistic spectrum disorder, Attention Deficit Disorder and Attention and Hyperactivity Deficit Disorder, it is not confined to physical disabilities.
- Ensuring that children and young people with SEN/D engage in the activities of the school alongside pupils who do not have SEN. This includes planning out-of-school activities such as school trips and excursions so that students with disabilities can participate.
- Using our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
- Raising awareness of disability amongst school staff (teaching and non-teaching) and expanding the expertise of certain staff members through a programme of continuing professional development.
- Monitoring and reviewing the students' needs regularly
- Working in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our learners.

3. GUIDING PRINCIPLES AND SCOPE OF THE PLAN

This plan covers all three main strands of the planning duty:

A) Increasing the extent to which disabled pupils can participate in the school curriculum;

Shoeburyness High School provides a balanced but flexible curriculum covering a wide range of courses which effectively meets the diverse individual needs and aspirations of all our students. We provide learning pathways that are inclusive, appropriate and challenging.

In Key stage 3 the pupils are placed into one of three academic pathways. The students can move across the pathways as they grow and develop and as their individual needs change.

The Success Pathway offers a broad, differentiated curriculum for the majority of our students in order to prepare them for success in the widest possible range of public examinations, thereby facilitating progression to all post-16 courses and subsequent university entrance, if desired. Children with special educational needs in the Success pathway are supported in class. Identified students have up to 50 minutes one to one (1:1) or small group weekly sessions with learning support assistants and/or learning mentors targeting specified needs e.g. spelling, reading, speech and language, handwriting, self-esteem and English as an Additional Language. The school's Pastoral Care Team, Counsellors and Learning Support Department support children with Social, Emotional and Mental Health Needs.

The Excel Pathway targets a relatively small group of students that have particular learning styles requiring support and motivation. Excel students experience our nationally acclaimed "Double Clubs" that help to develop their literacy and numeracy skills through specific contexts, focussed either on football or catering. Each class is supported by a Classroom Manager who offers continuity, pastoral support and support in the lessons. Learning Support Assistants (LSA) also support the students in their lessons.

The Achievement Pathway is designed for students who require more specialised support. Each child receives a personalised learning package, allowing them the opportunity to reach their full potential regardless of their starting point. The classes in the Achievement Group are small, between 10 and 15 pupils in each class. These classes are taught by one teacher for 50%-60% of the timetable and are supported by Learning Support Assistants so that the adult to pupil ratio is 1:5 or lower. The pupils remain in one classroom for most of their lessons but move to other rooms for subjects such as Art, Drama, Music, Science, Technology, PE and Creative and Performing Arts to be taught by subject specific teachers. The Learning Support Assistants remain with the class for all their lessons to ensure continuity. The curriculum is differentiated and individualised to meet the needs of the learners.

The school has a Learning Resource Base with 18 places for students with disabilities.

In key stage 4, the curriculum is delivered through two different pathways each pathway designed to meet the individual needs of our students.

- Success Pathway – a broad and balanced mix of GCSE and vocational courses dependent on individual needs and ability.
- Foundation Pathway – offers a foundation curriculum including functional skills in Maths and English; GCSE Maths and Catering; entry level certificate in English and History; BTEC Art, PE, ICT; BTEC and GCSE Science. The teachers work hard to ensure that the qualifications the children achieve will fit the criteria for Post 16 college courses.

Reading and Spelling screening tests in years 7 to 9, identify students that need intervention to improve these skills. Our reading intervention has been modified to include specific reading skills namely, phonological awareness, phonological knowledge, reading accuracy and reading comprehension. Other literacy interventions include the computer literacy programme, LEXIA and structured reading programmes such as DOCKSIDE, and structured spelling programmes such as 'Spelling Made Easy'.

Hearing Impaired students are supported by a key LSA and the Local Authority's (LA's) Advisory Teacher of the Deaf who gives advice and strategies that is disseminated to teachers and LSAs. She monitors the students' equipment and ensures that they can access the curriculum. The key LSA liaises closely with the Teacher of the Deaf, with parents and students, shares information with staff and monitors the students.

The LA's Sensory Advisory Department supports our pupils with Visual Impairment. They offer advice, supply materials and monitor progress. We have trained LSAs who support our visually impaired students.

Staff from St Christopher's special school support our students with Autistic Spectrum Disorder. They offer training, advice and help devise suitable programmes. We have key LSAs that support our students with Autistic Spectrum Disorder. They have been trained to write social stories, social scripts and social autopsies.

For our students with Physical and Neurological Impairment, the music department has a specialised keyboard.

Disabled students are supported in PE by LSAs to promote their inclusion.

Break and Lunchtime clubs are available.

LSAs have been trained by the LA's advisory teacher for speech and language to assess and deliver programmes for students with speech, language and communication needs.

Special arrangements are made for certain pupils to allow catch-up with core subjects working to the students' specific needs.

Access arrangements for examinations are put in place for those eligible.

Teaching staff and LSAs have successfully found work experience for our most disabled students. LSAs have supported students who require such support at their work placements.

Disabled students are able to attend overnight excursions.

We have a fully equipped sensory room funded by local charities.

Other resources include sensory seat cushion, weighted blankets, footboards to help our students with sensory needs and hyperactivity.

- To improve teaching staff awareness of students with SEN/D and ways to improve Quality First Teaching, Workshops on Quality First Teaching has been delivered to teaching staff. Information gathered from teachers during these workshops have been included on the school's SEN Information Report. Information on Quality First Teaching has been placed on the school's intranet. Workshops on SEN/D awareness, areas of SEN/D needs and teaching strategies are part of the annual CPD programme for teachers and LSAs
- A team of teachers meet with students to format individual support programmes, devising with the student and recording Quality First Teaching strategies on the programme.
- To improve communication between staff about SEN/D information, information on the intranet has been reorganised to make it more accessible to staff
- Newly appointed LSAs receive in-house training on the role of the LSA and awareness and strategies to support students with SEN/D. LSAs have an annual in-house training programme that is revised annually.

B) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

We have a designated disabled parking bay and an area where our students that arrive by taxi can safely disembark.

The Science Department have desks of appropriate heights for wheelchair users.

Lessons are timetabled to be on the ground floor for our wheelchair users.

Aids to physical access include blinds, ramps, lifts, widened doorways, adapted toilets and washing facilities. We have a 'closomat' toilet in our Learning Resource Base.

Removal of slopes in the science corridor has made mobility easier. New ramps have been built.

Doors and frames are a contrasting colour to the walls. Door handles are contrasting colours to the doors.

Some areas of the school have air conditioning.

A regular check is kept to make sure all surfaces on outdoor access routes are firm and evenly finished and any paving stones which are broken, loose, sunken, or a combination of these are repaired.

C) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Examples include brailled text, coloured overlays, visual timetable, worksheets printed on different coloured paper, enlarged font and verbal feedback.

~~We have a room with Braille equipment and other means to modify resources.~~

4. CONSULTATION GROUP

This plan was formulated by the SEN coordinator with information from a cross section of school staff, students and outside agencies. ~~An Environmental Report was prepared by two of our students. One student is visually impaired. One student has cerebral palsy and is a manual wheelchair user.~~

5. LINKS TO OTHER POLICIES & DOCUMENTS

- Admissions Policy
- Behaviour Policy
- Equal Opportunities Policy (combining gender, race and disability)
- Educational Visits Policy
- School Prospectus
- Special Educational Needs and Disability Policy

- Teaching and Learning Policy
- The School's Offer (for students with SEN/D)

6. MONITORING & EVALUATION ARRANGEMENTS

Shoeburyness High School recognises that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Monitoring arrangements include:

- Tracking of pupil progress data
- Feedback from teachers, learning assistants, students, parents and other stakeholders
- Admissions
- Attendance
- Exclusions
- SLEUTHs (Behaviour incidents)
- Post 16 destinations
- Learning walks
- Performance management

7. ROLES AND RESPONSIBILITIES

Students

To inform relevant staff of any reasonable adjustments required

Parents

To inform relevant staff of any reasonable adjustments required

Teachers

To use Quality First Teaching to effectively meet the diverse individual needs and aspirations of all our students.

To make reasonable adjustments and differentiation in their lessons so that all students are included, supported and extended.

To use a range of teaching strategies and styles so that all students experience a variety of learning opportunities and experience success.

LSAs

To provide support and resources to help students with SEN and disabilities develop independent learning skills and manage their own learning.

To be fully prepared for their role in the classroom

To deliver high-quality one-to-one and small group support using structured interventions

Senior Leadership Team:

To sanction accessibility plan and consider it when devising building plans.

Governors

To review the policy annually

SENCO (Special Educational Needs Co-ordinator)

To coordinate the disability reviews and write the accessibility plan