Accessibility plan

Durham Trinity School and Sports College

Approved by:	Full Governing Body	**Date:** 20.06.18
Last reviewed on:	20th June 2018	
Next review due by:	Summer 2019	

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum

- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

All pupils attending Durham Trinity School and Sports College have SEND (MLD, SLD, ASD, PMLD) and an Education Health Care Plan. We believe that no matter the special needs, all pupils have equal rights to an education and the correct amount of support to access the curriculum and learning environment to enable them to progress to their full potential. All pupils have access to the relevant curriculum with planned activities and visits to support the teaching and learning; additional support is provided to those pupils who require it to enable them to access school life.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. The school is a Durham County Council maintained special school; therefore will take on advice and guidance from the DCC Equality Team, School Governor Support and Health and Safety. The school bought into a half a day service level agreement (SLA) in October 2017 to provide a half a day support for the Headteacher from the DCC Equality Team.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Our aims are to:
- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils
- Improving outcomes for all stakeholders

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
1)Increase access to the curriculum for pupils with a disability	a)Whole School Curriculum was redeveloped following the introduction of New NC 2014. Subject coordinators review their subject and accreditations on an annual basis to ensure it is meeting need of pupils at DTS&SC. Within DTS&SC there are different provisions offering an adapted curriculum and accreditations (ASD provision, Sensory provision, Key Stage 3 and 4 Skills/Nurturing classes)	a)To review current whole school curriculum provision and its current impact on meeting individual pupil needs and cohorts across the school – Primary curriculum and specific accreditations.	a)Primary key stage meetings with relevant subject coordinators. Secondary and Post 16 teachers to review and research and implement relevant accreditations. Curriculum Lead to monitor coverage and relevance of curriculum and accreditations to cohort of pupils across key stages.	Key stage leaders Secondary and Post 16 subject coordinators DHT	Sept 2018 Sept 2018 Dec 2018	Increased percentage of pupils meet end of year targets. Increased percentage of pupils achieving accreditations at appropriate and challenging level.

	Offer ASDAN, OCR Entry level and GCSE accreditations and examinations.					
	b)There are pockets of good practice using communication aids and strategies across the school. DTS&SC bought into additional SLA for speech and language therapy to audit current practice, identify action points and training needs.	b)To provide a whole school 'total Communication' approach that meets the needs of all pupils.	b)To purchase identified resources including aids for VI and HI.	HT & KS leads	Dec 2018	Improved accessibility to learning for all pupils
			Identify staff to attend specialist training.	DHT	Sept 2018	Increased staff skill set – lesson observations and planning, assemblies, displays.
	Training on language development and resources completed.		Staff to cascade training and share good practice.	DHT & HT	Dec 2018	Signs and symbols are evident across the school (pupils and staff), between home and school
	Communication reps identified across the school and meet weekly with SALT.		Pupils to learn Makaton signing.	Communication reps	Dec 2018	
			To provide a parent awareness session on total communication approach.	HT and PSA	Dec 2018	Reduced behavior due to pupils able to communicate wants and needs.
	c)DHT and KS1 teacher Thrive trained. 2 more teachers currently being trained as Thrive practitioners.	c)To implement 'Thrive' approach to support the emotional regulation of pupils,	Individual sessions, class/group work to be established further across the school.	Thrive Practitioners	July 2019	
	Whole school Thrive awareness sessions already taken place.		Further training for staff to work with Thrive practitioners to baseline individuals/groups/class to set action plans.	Thrive Practitioners	March 2019	Improved pupil accessibility to learning. Decrease in disregulation
	DHT established a Behaviour and Emotional Wellbeing working party to review and amend behaviour policy.		To include Thrive within the review of the PSHE curriculum	PSHE coordinators	Sept 2019	Improved staff skill set and reduced incidents of behaviour
	A room within the school has been identified to support the delivery of Thrive.		To refurb the Governors	DHT, thrive	July 2019	
	Small number of pupils baselined					

and have action plan.		meeting room into a Thrive room.	practitioners.		
d)Staff are identified and carry out interventions for pupils core subjects. Additional interventions include physical activities. One staff trained in Lego therapy. Leaders agreed a whole school approach to identifying, recording interventions and impact.	d) To identify learning interventions (including resources) that reduce barriers to learning using annual pupil progress data.	d) Key stage leaders to meet with teachers to review data (core) termly to identify learning interventions (not just core data). Staff to log relevant information for interventions and measure impact followed with a review on an individual basis. To review impact of intervention resources.	KS leaders and data lead (AHT) All staff Data lead (AHT) to monitor and report to governors. HT & Data lead (AHT)	Termly – from Sept 2018 July 2019 July 2019	Improved pupil accessibility to learning Increased percentage of pupils meet end of year targets.
e)HT meets at least termly with school nurse, EWO, safeguarding lead, admin staff and PSA to review attendance figures and identify actions. New updated format to identify persistent absences (90% or less) and impact of actions. Admin send relevant letters and reminders requesting additional information. System in place to request holiday LoA.	e)To improve accessibility to learning through improved attendance for those pupils with medical issues	e)HT to work closely with school nurse and PSA to arrange meetings with relevant parents of pupils with high medical needs. HT to include attendance on school newsletter. HT to report to governors of persistent absences, Class teacher/PSA to support pupils with activities and resources whilst recovering at	HT	Dec 2018	Improved attendance for those children with medical difficulties

			home.			
Improve and maintain access to the physical environment	a)The school is a new purpose build special school (November 2014) it has the required adaptations: • Drop kerbs • Elevators and fire evacuation plan • Hoists • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Clear signage (Braille) The outdoor areas are a sparse with limited resources for pupils to play and interact with. DTS&SC is an OPAL (Outdoor Play and Learning) School – an audit and development plan are in place. Staff training taken place to promote the development of outdoor space and play. Parent awareness sessions have taken place. OPAL working party in place.	a)To promote accessibility of the outdoor learning environment through the OPAL programme b)To implement actions identified within relevant Action Plans.	a)OPAL working party to address action points in development plan. b)Risk Management Plan. Termly H&S monitoring visit and working party meetings. Fire evacuation Reports	HT and OPAL working party and governor. HT & SBM (H&S) and H&S governor	July 2018 July 2018	Improved accessibility to outdoor play opportunities. Reduced incidents of behaviour School environment 'safe' for all children/ staff/visitors to access.

Improve the delivery of information to pupils with a disability	DTS&SC uses a range of communication methods to ensure information is accessible: Makaton signing and symbols Braille signage BSL for identified pupils Induction loop in main hall All stakeholders are encouraged to share their views to support the development of the school – questionnaires, whole school council, staff working parties.	a)Review information to parents/carers to ensure it is accessible for 'all' in different formats. b)To provide a forum for pupils to actively relay their thoughts and preferences through 'pupil voice' systems	a)Provide all written information and letters in clear print in plain English Staff to support parents/carers to access information and complete forms. Develop a form of social media as a means of informing stakeholders of school information b) To raise the profile of the Whole School Council (WSC) – displays/posters, badges, assemblies, tutor time to meet members (drop in session). To write a policy of including WSC within school develop priorities. To include WSC meetings with monitoring calendar	HT Teachers/Admin staff HT, SPG and FGB HT and KS leads	July 2018 Sept 2018 Nov 2018	Improved communication with all 'stakeholders'. Feedback Improved communication, feedback and engagement with all pupils.
		c) To provide a forum for parent/carers to actively relay their thoughts and preferences through a 'parent voice' system when reviewing policies and introducing new initiatives.	c) To share information about the school during family assemblies, parents evenings, newsletters, website. To provide opportunities for parents/carers to	HT and PSA HT	Jul 2019	Improved communication, feedback and engagement with parents/carers.

			share views – written formats, meetings, assemblies, coffee mornings.			
			To provide interpreters or a signer for meetings/parents evening for any identified parents/carers	HT & PSA	May 2018	
Improving outcomes for all stakeholders	DTS&SC have carried out the transition reviews for all pupils from statements to EHCPs. Two newly appointed SENCos who attend SENCo network meetings and share good practice with staff. SENCos introduced interim reports to address the EHCP outcomes and monitor progress.	a)To implement SEND reforms in line with statutory recommendations	a)To review the reporting to parents/carers for the review of EHCP. To monitor progress of EHCP outcomes across the school,	SENCos DHT and SENCos	Sept 2018	EHCP implemented within multidisciplinary framework and progress is measured an reported,
		b) To work more effectively with parent/carers on promoting joint approaches to learning.	b) To further utilise Parent Support Advisor to support the needs of families & pupils through identified training/ awareness sessions and support plans (Team Around Child/ Engagement Plan)	PSA, HT and DHT	Dec 2018	Decrease in families moving to CP/CIN. Improved communication and engagement with all 'stakeholders'. Improved skill set of parent/carers.
		c) To promote early intervention to improve outcomes for families & pupils.	c) To work with a range of professionals including school staff to provide opportunities of joint engagement (sharing/raising			

				awareness/training)by: Relevant staff to attend Dr Adewumi (CAHMS) clinics within school.	HT	April 2018	
				Multi-professional meetings termly with HT to review programmes, resources, training, provisions.	HT	Sept 2018	Improved joint working impacts on an increased number of pupils making progress.
				Professionals to meet with staff and parents/carers to discuss individual needs to support engagement and learning,	Class teachers/ SENCos	Dec 2018	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Curriculum and Pupil Welfare Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Attendance policy
- Home-school agreement
- School Improvement Plan

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 storeys accessed by three staircases and 2 lifts.	n/a	n/a	n/a
Corridor access	All corridors are wide and accessible to all. Displays at the appropriate height for the needs of pupils.	n/a	n/a	n/a
Lifts	1 accessible lift and 1 person lift.	n/a	n/a	n/a
Parking bays	3 accessible parking bays	n/a	n/a	n/a
Entrances	All entrances are accessible through wide doors and main entrance with wide automatic door.	n/a	n/a	n/a
Ramps	No ramps	n/a	n/a	n/a

Toilets	Various accessible toilets on all floors	n/a	n/a	n/a
Reception area	Accessible height and hatch	n/a	n/a	n/a
Internal signage	All readable in braille with some additions of Makaton symbols	n/a	n/a	n/a
Emergency escape routes	All marked and kept clear. 3 refuge points on the first floor.	n/a	n/a	n/a