

Accessibility Plan 2018 to 2021

Edgbarrow School

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability of the Equality Act 2010. The Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Edgbarrow School Accessibility Plan has been drawn up based upon information supplied by Bracknell Forest Borough Council and in conjunction with pupils, parents, staff and governors of the School and will advise other School planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated in September 2018 and reflects statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement and support the School's Equality Objectives, and will similarly be published on the School's website. We understand that the LA will monitor the School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School.
4. The Edgbarrow School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duty under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - Improve access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. Whole School training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6. The Accessibility Plan should be read in conjunction with the following School policies, strategies and documents:
 - Curriculum Policy
 - Equality Policy
 - Health and Safety Policy (include off-site safety)
 - Special Educational Needs Policy
 - Behaviour Policy
 - School Development and Strategic Plan
 - School Prospectus
7. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently carried out in house. It remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be compared by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
8. Equality Impact Assessments will be undertaken as and when the School's policies are reviewed. The terms of reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.
9. The Accessibility Plan will be published on the School's website.
10. The Accessibility Plan will be monitored through by the Governing Body through the SEND Governor.
11. The School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Date:

Edgbarrow School Accessibility Plan 2018 to 2021: Improving the Curriculum Access

Target	Strategy	Outcome	Timeframe	Achievement
Revised training for teachers and Learning Support Assistants (LSAs) of pupils with a hearing impairment (HI).	HI Service/HLTA to lead training in use of transmitter and general understanding of the needs of a HI pupil.	Teachers of pupils with a HI have a clear understanding of the needs of HI pupils and how to ensure the curriculum is fully accessible to them.	Training delivered in full within 4 weeks of enrolment of pupil with relevant needs.	HI pupil is successfully included in all aspects of school life.
Revised training for teachers and Learning Support Assistants (LSAs) of pupils with a visual impairment (VI).	VI Service/HLTA to lead training in adapting class resources to be suitable for specific VI pupils.	Teachers of pupils with a VI have a clear understanding of the needs of VI pupils and how to ensure the curriculum is fully accessible to them.	Training delivered in full within 4 weeks of enrolment of pupil with relevant needs.	VI pupil is successfully included in all aspects of school life.
Advice and strategies provided to staff in the identification of and teaching pupils with additional needs and other specific learning difficulties.	All staff provided with appropriate strategies and advice. Support via outreach provision from external agencies and in house training.	All staff are familiar with the process for identifying specific needs and how best to support these pupils in the classroom.	On-going throughout the year.	Pupils with specific learning difficulties and additional needs are successfully included in all aspects of school life.
Information for parents/carers of SEND pupils to support home learning.	To provide parents/carers with SEND information/drop-in sessions.	SEND drop-in/information sessions available for parents/carers to attend.	To be in place by September 2018.	SEND parents/ carers are provided with strategies/ techniques to support their SEND children's needs.
Tailor pupil's curriculum to support pupils with additional needs.	To provide pupils who have specific additional needs with withdrawal groups, short-term intervention and 1:1 curriculum support where required.	Pupils with additional needs are able to access the curriculum along with their peers and make expected levels of progress for their abilities.	On-going throughout the year.	Pupils are able to access the curriculum along with their peers.
Ensure that access arrangements are in place for pupils who require them	Set up regular meetings between exams team, SLT and designated Progress	All access arrangements for pupils with additional needs will continue to be made by	Access arrangements in place at the beginning of Year 10 or Year 12 (based on a picture of need), New students	Pupils are assessed and access arrangements are put in place so that they can access the curriculum on a

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in internal and external examinations.	staff to ensure that required space and staffing are available, contact with parents is clear and staff are regularly trained.	the Progress Department based on assessments and in consultation with pupils, staff and parents.	identified with a requirement for access arrangements will be assessed within 4 weeks from receipt of a referral.	level playing field with their peers with regards to normal way of working in the classroom and public examinations.
Develop the voice and participation of pupils with SEND.	The views and opinions of pupils with SEND are sought through an annual questionnaire through the Progress Department. Pupils with SEND are encouraged to represent the school in committees and extra-curricular activities.	Edgbarrow School is more aware of the opinions of SEND pupils and acts upon this. SEND pupils are represented on school committees and in extra-curricular activities.	On-going throughout the year. Annual SEND pupil questionnaire.	SEND pupils are fully included in school life and their voices are being represented.
Increase attendance of persistently absent pupils with SEND.	Continue liaison with EWO and current programme of 1 st day Response. Ensure pupils with SEND have access to appropriate range of curriculum adjustments as outlined above. Progress and student support manager to work together to agree reasonable adjustments to be made for specific pupils.	SEND pupils attend school and their progress is not affected by absence.	Attendance monitored throughout the year. On-going.	The majority of SEND pupils have attendance of over 95%.
Monitor the number of exclusions of pupils with SEND.	Develop interventions for pupils vulnerable to exclusion	Exclusions take into account pupils' additional needs.	On-going throughout the year.	SEND pupils are fully included in school life.

Target	Strategy	Outcome	Timeframe	Achievement
	<p>Offer reintegration programme for pupils returning to school following exclusion.</p> <p>Develop PSP (<i>Pastoral Support Programme</i>) procedures to support pupils at risk of exclusion.</p> <p>Exclusions monitored via weekly SLT meetings</p>			

Edgbarrow School Accessibility Plan 2018 to 2021: Improving the Physical Access

Target	Strategy	Outcome	Timeframe	Achievement
To make all doorways/rooms accessible to wheelchair users.	<p>Doorways to be widened and fitted with appropriate doors to allow access to wheelchair users.</p> <p>Ramps to be placed where access to areas is via steps/unlevelled ground.</p> <p>We will prioritise areas of the school that are not scheduled for demolition.</p>	Doorways across the school are wide enough to allow access to wheelchair users.	On-going target.	Wheelchair users are able to access classrooms and buildings across the school.
To create a disabled WC and changing area.	Disabled toilet, shower, changing bed and hoist with a wet-room style floor and space for a wheelchair to move about.	Wet-room accessible to wheelchair users.	On-going target.	Wheelchair users are able to access toileting and changing facilities.

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HI pupils benefit from acoustic ceiling tiles in their science lessons.	Acoustic ceiling tiles to be added to at least two more science rooms. Timetable HI pupils to have their science lessons in these rooms.	Acoustic ceiling tiles present in at least one further science room.	Work complete by September 2015.	HI pupils' are better able to hear and follow class learning in science.

Edgbarrow School Accessibility Plan 2018 to 2021: Improving the Delivery of Information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats.	Edgbarrow School will make itself aware of the services available through the LA for converting written material into alternative formats.	Edgbarrow School will be able to provide written information in different formats when required for individual purposes.	Reviewed annually and when a pupil and/or family are identified as needing support.	Delivery of information to pupils and parents/carers improved.
Survey parents/carers of SEND pupils as to the quality of communication/support pupils are receiving to seek their opinions as to how to improve.	Questions on quality of communication and support pupils are receiving are included at pupil's EHCP Annual Review meetings.	Edgbarrow School is more aware of the opinions of parents/carers and acts upon this.	On-going and annually at EHCP Annual Reviews.	Parental opinion is surveyed and action taken appropriately.
Improve communication between the Progress departments and parents.	Introduce a communication log to provide regular feedback on progress during lessons/interventions for parents.	Staff survey indicates good communication with the department.	September 18	Parental opinion is surveyed.
Make SEND information available for SEND pupils and parents/ carers via the school website.	Up to date SEND information displayed on school website under the Progress area.	SEND Pupils, parents/carers are made aware of the support available in the local community.	On-going.	SEND pupils and parents/carers are more included in the local community.