

## Accessibility Plan 2019-2022



### **Purpose of Plan**

The purpose of this plan is to show how Seaton House School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our School's aims and Equal Opportunities and SEND policies.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Seaton House School:
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Improving access for pupils to the school curriculum**

- Improve IT provision to enable greater access to laptops and Ipads and online learning tools
- All schemes of work are updated to ensure as inclusive as possible
- Needs of all the children are met fully through the effective deployment of support staff
- Assessment is ongoing and new assessment regime established
- High expectations for all pupils
- Continue to provide a varied programme of extra-curricular activities and enrichment suitable for all pupils
- Liaise with outside agencies to ensure pupils' needs are fully met
- Provide a sensory space as required

### **Improving access to the physical environment of the school**

- Provision of ramps – ramps available to access LRC, Form VI and Hall. Further access to Junior House and Senior House will be addressed when proposed development work commences.
- Provision for disabled toilets for children and adults – disabled toilet available for children, staff and parents in the Early Years building. Further provision to be included when looking at proposed development.
- Provision of particular furniture and equipment to improve access – this would be addressed if the need arose.
- Improvements to lighting and colour contrast – new lighting has been installed to enable a better environment other lighting to be assessed and updated. Work books with specific coloured paper and overlays are provided to the children. Investigate the use of different colour backgrounds on interactive whiteboards and IT equipment.

## **Improving the delivery of written information to disabled pupils**

Seaton House School would aim to make available written information in the following formats if they were required or requested by parents or pupils.

- Large print
- Simplified language
- Audio recording
- Braille
- Magnifying rulers

Identifying the appropriate format must take into account:

- Pupils' impairments
- Preferences expressed by pupils and parents
- Access to specialised formats – e.g. Braille

## **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Improving Participation in the Curriculum

| Target/Priority  | Strategy/Action   | Who responsible                        | Time Scale   | Outcomes  |
|--|---|--|--|---|
| Effective communication and engagement with parents                                | Termly meetings<br>Termly IEP meetings with SENCO<br>Information evenings for parents   | SLT<br>SENCO                           | In place ongoing   | Parents fully informed about child's progress and engaging with child's learning. |
| Training for staff on increasing access to the curriculum for all pupils           | Epipen training<br>Intimate care policy<br>Access to courses, CPD<br>SENCO cluster meetings<br>Guidance from specialists(OT, nurses, visual/hearing impairment, dyslexia centre)                | SLT<br>SENCO                           | In place and ongoing   | Needs of all learners met<br>Maintain records of staff trained.                   |
| Adaptions to the curriculum to meet the needs of individual learners               | Pastoral support, timetable adaptations<br>Specific training in word processing skills through Dance Mat touch type Programme<br>Use of access arrangements for assessment/National tests       | SLT<br>SENCO                           | In place and ongoing<br>any additional to be put in place if required. | Increased access to the curriculum.<br>Needs of all learners met.                 |
| Ensuring paper and IWB have a background to meet the needs of individual learners. | Green/Coloured paper<br>Overlays for textbooks and reading<br>Change background colour on IWB to ensure more accessible.<br>Improve/Change free standing whiteboards to more accessible colour. | SLT<br>SENCO<br>Subject co-ordinators. | Paper in place look to improve access to IT with white backgrounds.    | Improved access for pupils  |

## Improving Physical Environment

| Target/Priority                                     | Strategy/Action   | Who responsible     | Time Scale  | Outcomes   |
|---|---|---------------------|---|--|
| Provision of wheelchair accessible toilets.         | Assess current situation – toilet has been created in Early Years. Plans to be developed in conjunction with proposed new building.                       | SLT<br>Governors    | Early Years – achieved<br>New build plans – commence by 2020. | Physical accessibility of school increased   |
| Access into school to be fully wheelchair friendly. | Currently – ramps for access into LRC and Hall<br>Plans to be developed in conjunction with proposed new building project to ensure site more accessible. | SLT<br>Governors    | New build plans – commence by 2020.                           | Physical accessibility of school increased   |
| Improvements to help visually impaired.             | External steps highlighted in yellow/non-slip paint – some may need repainting where they have faded.   | Bursar<br>Caretaker | By May 2020   | Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained. |
| Maintain safe access around exterior of school      | Ensure that pathways are kept clear of vegetation   | Bursar<br>Caretaker | Ongoing   | People can move unhindered around site.  |

## Improving Delivery of Written Information

| Target/Priority   | Strategy/Action  | Who responsible | Time Scale | Outcomes  |
|---|--|-----------------|------------|---|
| Availability of written material in alternative formats | Improve availability of information for parents – display appropriate leaflets for parents to collect<br>Provided translated documents where appropriate | SLT<br>Admin    | Ongoing    | Written information available in alternative formats. |
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