



Accessibility Plan

Introduction

Equality at Driffield School and Sixth Form.

Our School approach to equality is founded in our core values:

Driffield School & Sixth Form is a high performing, inclusive school intent on best serving the needs of our community.

Our values are:

- We recognise the vital importance of positive relationships that are founded on fairness, tolerance, mutual respect and trust.
- We believe in being open and honest with each other, and supporting each other.
- We want everyone to be able to contribute, and everyone to have the opportunity to fulfil their potential.

Above all else, we value each other

1. Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation, simplified it and extended protection from discrimination. It is unlawful to discriminate against a person by treating them less favourably because of their

- Age
- Disability
- Gender
- Gender reassignment
- Race
- Religion, faith or belief including lack of belief
- Sexual orientation
- Marriage and civil partnership
- Pregnancy and maternity

The Public Sector Equality Duty as part of the Equality Act came into force on 6 April 2011. It requires all public bodies when carrying out their day to day work to have due regard to the need to:

- **Eliminate discrimination and other conduct that is prohibited by the Act**
- **Advance equality of opportunity between people who share a protected characteristic and people who do not share it**
- **Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it**

Having due regard for advancing equality involves:

- Removing or minimising disadvantages suffered by people owing to their protected characteristics
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people

- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the areas required by the Equality Act:

Disability Special Provision - we will treat disabled pupils more favourably by making reasonable adjustments to put them on a more level footing with pupils without disabilities either by reasonable practices or auxiliary aids and services. Our overall goal will be to ensure that

- the extent to which disabled pupils can participate in the curriculum is increased
- the physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- the availability of accessible information to disabled pupils is improved

It is a requirement that the school's 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.

The plan should be read in conjunction with the Driffield School Special Educational Needs and Disability (SEND) Policy and Procedures.

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1A: The purpose and direction of the school's plan:

Driffield School is committed to ensuring equal treatment of all its pupils and will ensure that pupils with a disability are not treated less favourably in any procedures, practices and service delivery. This school will not tolerate harassment of disabled pupils with any form of impairment and will also consider pupils who are carers of disabled parents.

Our SEN and Disability policy reinforces the need for a teaching and learning experience that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. As a school:

- We believe that equality of opportunity must be safeguarded and that the framework of a broad, balanced and relevant curriculum is an entitlement for all students.
- We believe that all students with special educational needs or disability should learn alongside their peers, with additional support and provision as appropriate.
- We believe it is necessary to match the demands of a learning task to the capability of the student, and that by using a differentiated approach it will be possible to provide a positive and successful experience for all students.

Every pupil with SEN or disability in this inclusive school has an entitlement to fulfil their optimum potential. This is embraced in every aspect of school life:

personalised teaching and learning approaches, access to ICT across the curriculum; development of flexible learning pathways and out of hours learning activities, support for emotional wellbeing; flexible timetables, assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents/carers, other schools, the local community and with personalised 'wraparound' health care and social service providers.

1B: Information from pupil data and school audit

Definition of Special Educational Need

Special educational need is defined as follows:

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age"

(DfES Code of Practice, 2014, Section 6.15)

The four categories of Special Educational Need as described in the Code of Practice are as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Definition of Disability

A person has a disability if they have “a physical or mental impairment and the impairment has a substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities” (Equality Act 2010).

‘**Substantial**’ is defined as not minor or trivial and ‘**long-term**’ is defined as lasting 12 months or more, or which is likely to recur.

The school uses the ‘social model’ of disability, i.e. “disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole”.

Most children with special educational needs will not be disabled within the meaning of the act. However, a significant proportion of those who are disabled will have special educational needs. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and ADHD. Impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil’s ability to carry out normal day-to-day activities that has to be considered.

The report *Improving the Life Chances of Disabled People (2005)* draws on estimates suggesting that 7% of all children in the UK are disabled.

Information Gathering

Through the KS2-KS3 transition process information is gathered from junior schools as early as Y5 for particularly vulnerable students. For all other students the information gathering process begins in September of Y6. All parents are made aware through written information and open evenings who to contact (SEN Manager or Assistant SENCo) for the purposes of removing barriers to learning and additional support.

The SEN Manager and Assistant SENCo meet with representatives from the partner junior schools every term to begin planning for the new intake of vulnerable students. The provision map indicating resources and interventions for removing barriers to achievement is then amended to ensure provision is in place to meet all needs.

Information regarding students new to the area is gathered during an admission meeting with the relevant Assistant Headteacher.

Information regarding SEN issues, disability and areas of additional needs are held on the pupil’s electronic records, according to PLASC criteria. All teaching staff have access to this information before students are admitted to the school.

Parental awareness is raised during parent’s evenings and via newsletters and the prospectus. Parents are encouraged to make relevant disclosures regarding disability to allow the school to ensure appropriate provision is in place.

The school uses an electronic database and assessment software which will allow us to track and monitor the academic progress and well-being of groups of students, including those with disabilities. Academic progress is measured against curriculum specific individual student targets which are challenging, yet realistic.

The database allows teaching staff and pastoral staff the opportunity to specifically highlight incidents that occur with disability discrimination aspects. In this way we are able to track the frequency of school rewards and sanctions applied to students with a disability. The database also allows us to hold information regarding the admission and exclusion of

young people with disabilities. Over time we will be able to compare progress and achievement of pupils with and without disabilities.

The schools own assessment software SISRA Analytics, along with data provided by Raise:online allows the school to monitor the progress of key groups of students, i.e. SEN Support, statemented pupils and those on an Education, Health and Care Plan. Appropriate intervention strategies can then be considered and evaluated.

Impact Assessment

The Student Services team and Site Management Team will assess the impact of school policies and procedures to ensure they do not discriminate against disabled students or future disabled students (taking care to avoid tokenism and omission) and ensure arrangements are in place for making reasonable adjustments.

The teams will ensure that:

- The school's activities do not inadvertently disadvantage disabled students, disabled employees of the school or any other disabled users of the school.
- Opportunities to better promote equality of opportunity are identified.

The Single Equality Scheme will be taken into consideration with all new policies at the time of writing. Existing policies will be assessed for their impact on a regular basis.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Impact Assessment of School Policies
- Use effective procedures for tracking progress of key groups of pupils (scrutiny of data to establish trends)

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

The views of disabled pupils and their parents are important to us in the development of this plan.

Students are asked for their opinions during admission and regular reviews of support provided. Students with a disability are represented on the student council and as part of the Anti-bullying strategy in order to ensure their views are fully taken into account. Where appropriate, groups of students are encouraged to form their own action group looking into the needs of disabled pupils. Students with SEN and/or disability will be asked to complete a simple questionnaire to gather information to inform their own IPP's as well as the accessibility plan.

Student Services are represented at every parent's evening to meet parents and gather feedback. Parental feedback and dialogue is a key part of the Annual Review planning meeting for students with a statement of SEN or Education, Health and Care Plan.

The Student Services Team also consults with key staff from the feeder primary schools on a regular basis. This ensures that any adjustments can be put in place before the transition of students.

The school has set the following priorities in respect of consultation on the plan:

- Facilitate involvement of disabled pupils
- Facilitate Governing Body involvement

2. The main priorities in the school's plan

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

It is a key action of the Student Services Team to promote a positive attitude towards disability through the curriculum. The Assistant SENCo attends both House Leader meetings and Curriculum Team meetings and acts as a key link to the curriculum teams.

Each curriculum team has a member of staff designated as the SEN link. These members of staff aim to work with their own curriculum team (with the support of Student Services) to encourage positive promotion of people with disabilities and disablement within their programmes of study.

Members of the Student Services team are linked to different curriculum teams to attend curriculum team meetings to both provide and gather information and act as a further point of contact.

Inclusion: Access to the curriculum

- A priority is to provide access to a broad and balanced curriculum for all students by providing a set of fully differentiated courses. Furthermore, any withdrawal arrangements are staggered to coincide with all curriculum areas as evenly as possible.
- Members of the core team and the resource base itself are used freely in order to support work with individual students on a withdrawal basis in line with their needs and any requirements stipulated in a Statement. (Any withdrawal is only carried out with parental agreement which is always sought but occasionally not obtained.)
- In class support is provided by members of the core team, as available.
- Where necessary, as in the case of students with physical impairment, the timetable is written to allow complete access to specialist facilities, in line with the ethos of inclusion and the requirements of legislation. Individual teachers or teams should plan in advance any moves from those rooms normally used – e.g. visits to computer suites - to allow for the access of such students. [Such forward planning might involve asking for the assistance of a teaching assistant, or providing the resource to an individual student in the LSB.]

Inclusion: Pastoral and extra-curricular integration

- Students who have a special educational need are members of vertical structure tutor groups (or forms)
- The Students follow an Ethics curriculum programme with their age peers.
- Every effort is made to enable all students to participate on an equal basis in extra-curricular activities whatever their special need or disability.

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

The school works closely within a multi-agency team in order to anticipate the needs of disabled students, staff and parents. Advice is sought from agencies such as Occupational Health, Integrated and Physical Sensory Service (IPASS), Physiotherapy, Integrated Sensory Support Service (ISSS) regarding physical access as well as access to the curriculum. Kings mill special school.

The SEN Manager attends meetings with SENCO's from partner schools to allow pre-planning to ensure suitable provision is in place prior to students arriving in the school.

Special facilities

- The fabric of the school has been modified to allow access to most ground floor areas to those with a physical disability, particularly students with a wheel-chair. This includes ramps, hand rails, automatic doors, disabled toilets and electric hoists.
- All new construction accommodates disabled access to other floors via a passenger lift and similar adaptations are gradually being made to the older buildings. This includes a recently installed platform lift in North Building to enable access to the first floor. Equipment is available from the LA to facilitate wheel-chair access to higher floors.
- All new buildings (Performing Arts and ACE Centre) fully comply with current building regulations to meet the needs of disabled users.
- Kerbs, posts and any other trip hazards have been brightly painted to aid access to the school site for visually impaired students.
- The school has a purpose built physical management room and visual impairment support room.
- Most curriculum areas have access to specialist equipment, such as adjustable height tables, perching stools and writing slopes.
- There are currently 14 'Soundfield Systems' installed within the school for students with significant hearing impairment. This includes one installed in the main examinations hall. 3 mobile 'Soundfield systems' are available to loan from the Student Services team. Departments also have their own mobile 'Soundfield Systems'.
- The school is continually working with the LA to improve facilities and accessibility.
- The Student Services team has a substantial amount of ICT equipment available for use by individual students in support of their special need.

Allocation of Resources

- Under current arrangements, funding is devolved from the LA directly to individual schools following a funding formula. This funding is used to fund delegated statements or Education, Health and Care (EHC) plans. Statements (of SEN) or EHC plans carry a suggested funding level linked to the special arrangements to be made for an individual which are detailed on the statement or plan. We have a system for planning individual support based on this sum and monitoring individual need in relation to the provision we are able to make.
- The needs of students without a statement or EHC plan are provided for from staffing and material resources planned and budgeted for largely by subject departments, supported where possible by the core team. The allocation of resources to this group of students is carefully monitored and the core team responds to changing needs on a daily basis.
- Where appropriate, additional resources are allocated according to individual students' needs.

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

Part of the role of the Student Services Team is to identify barriers to learning with respect to the curriculum and the school. This will include consideration of policies, physical access and access to information provided by the school. Information includes

- Homework
- Timetables
- Worksheets
- Teacher feedback and marking of work
- Notices
- Tests and examinations

The team will consider different formats of presenting information, such as;

- Audio-tape
- Braille
- Enlarged print
- Simplified language
- Picture/symbol language
- Coloured paper
- Use of another language.

This is supported by the Integrated Sensory Support Service who work closely with the Student Services Team to make appropriate adaptations to written information. The school can also buy specialist support for those students with English as an additional language.

The Assistant Headteacher:Inclusion has the responsibility of ensuring any barriers to education of individual young people are removed.

3. Making it happen

3A Management, coordination and implementation

Personnel

Senior Member of Staff Responsible: Mrs. D. Dalton Assistant Headteacher

Designated Member of staff: Mrs P Wood Assistant SENCo

Designated Member of staff: Mrs. T. Potter Assistant Head of Student Services

Governor Responsible: Mrs K Durrant

For review process for students with SEN please refer to SEN handbook.

Reviewed and updated annually – using audit tool

Revised every 3 years

Fits with Single Equality Scheme and SEND Policy.

Senior member of staff informs School Improvement Plan for Inclusion.

3B Making the plan available

Staff handbook

School website

Available in audio, braille or alternative language on request