

Swanwick School and Sports College

Accessibility Plan



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Introduction

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:

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

The DfES definition of disability

Guidance from the DfES states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse effect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. The duty to make reasonable adjustments refers to all policies, procedures and practices.

Characteristics of the School

Swanwick School and Sports College is a Local Authority community special school. We provide high-quality education for 95 children aged 5-16 years old.

The school caters for children with a wide range of social and educational needs. These include students with learning needs (moderate and severe) and students with emotional and behavioural needs. In addition, an increasing number of our young people may have specific physical and sensory needs or a diagnosis of ASD. All pupils have a statement or Educational Health Care Plan of Special Educational Needs (SEN). There is a total of 50 staff at SSSC.

Within school we have the following pupil range:

Severe Learning Difficulties	31%
Moderate Learning Difficulties	1%
Communication needs	58%
Behavioural, Emotional and Social Difficulties	5%
Social Emotional Behaviour Disorder	1%
Physically impaired	2%
Social Emotional Mental Health	2%
Ethnicity	93% White British
Free School Meals (FSM)	47%
Pupil Premium	67%
Looked After Children (LAC)	3%

*data taken as at November 2023

Most of our pupils live in the very large widely dispersed catchment area of Derbyshire.

Aims of the Swanwick School and Sports College Accessibility Plan: -

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding solutions.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for SEN pupils. To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- Swanwick School and Sports College has a strong commitment to equality and accessibility as laid out in the School Values, Vision and Aims, Equality Policy, Anti-Bullying Policy, Special Needs Policy, Behaviour Policy and Health and Safety Policy.
- Swanwick School and Sports College is committed to continuing staff training to enable staff to be effective in the education of young people with disabilities and / or Special Educational Needs.
- Swanwick School and Sports College will include all pupils in a broad range of educational activities.
- Swanwick School and Sports College will provide appropriate working areas as far as resources allow.
- Provide support for pupils to learn through class groups and staffing as far as resources allow.
- Provide therapy needs on site where available and affordable.
- Support the student's emotional and behavioural needs to facilitate educational access.
- Appropriate Risk Assessments to be completed for identified pupils where issues are identified resulting from additional needs. (Race, Sexual Orientation, or Disability.)

Access is enabled through

- Differentiated planning and a wide range of educational opportunities.
- A relevant and appropriate curriculum for individual needs.
- Organising of staff and team work.
- Educational activities and experiences which are community based.
- Use of minibus to access a range of educational activities.
- Expectations of behaviour within a wide range of situations.
- The development of communication skills through an appropriate range of resources.

- Working in partnership with parents and a range of agencies and services to offer, support, identify need and find practical solutions.

At Swanwick School and Sports College we need to consider the needs of both current and possible future disabled pupils. The duty not to discriminate covers all aspects of school life including extra-curricular activities, educational visits and trips.

The accessibility plan for Swanwick School and Sports College is divided into three sections:

- Physical access
- Curriculum access
- Access to information

This 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.

This plan is a part of the School Improvement Plan, and is reviewed and updated annually as part of the school improvement planning cycle.

Implementation and monitoring

The Accessibility Plan is structured to support the school's Equalities Policy and will be published on the school website. 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 review will take place each spring term through the Governors meetings. 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. 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.

Curriculum Access

This covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially through appropriate deployment of staff and timetabling and curriculum options. It also covers the wider curriculum of the school such as participation in break and lunch time school clubs, leisure and cultural activities or school visits; staff information and training and the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe. 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.

Improving access to the curriculum of the school.

At Swanwick School and Sports College the curriculum is tailored to suit each individual young person's needs. We have high expectations of all our young people at SSSC. All students **Enjoy** their school lives, **Achieve** great things and **Exceed** expectations both academically and vocationally. The curriculum is designed to meet the needs of young people with a wide range of disabilities and learning needs. Our core purpose is to develop opportunities for each students' future and help create successful and independent young people. The curriculum is tailored in preparation for life when they leave our school.

Objective	Lead Person	How	When	Resources	Expected Outcome
To ensure appropriate qualifications are available.	D England / G Bradley	Meet with Subject leads to evaluate qualifications currently delivered and research possible alternatives.	June 2024	Exams Officer training Examination cost	To increase volume/level of qualifications.

		To ensure the exams officer has the registered the school for specific exam boards with correct access requests.	July 2023	Enter school on extranet.	Appropriate units of work that are relevant to SSSC pupils needs.
Continue to develop the wide-ranging options to meet the health and wellbeing needs of all pupils so they are able to access the full curriculum on offer. To embed and evaluate the Cognition and Nurture Pathways for the ever-changing cohort of pupils. The 2 pathways will ensure the curriculum is current, relevant and aspirational for all young people attending SSSC.	D England D England	Additional training for Pastoral Team Introduction of Senior MH&WB Lead Additional training for Teaching Assistants and Positive Support practitioners. In House CPD Moderation events Subject Lead meetings Evaluation and whole school implementation of Asdan Life Skill Challenges	Throughout the year On Going throughout the year September 2024	Educare annual subscription Cover for releasing Senior MHWB training	All students have full access to all curriculum opportunities across school. The curriculum is aspirational and appropriate for every pupil at SSSC irrelevant of need.

Physical Access

This aspect focuses on access to the physical environment of the school and physical aids to access education. The physical environment includes things like steps, kerbs, exterior surfaces, parking areas, entrances and exits, toilets etc. Aids to physical access include handrails, lifts, induction loops etc. Although it is expected that physical aids to access education will be provided within a reasonable timeframe it may not be feasible to undertake all of the works required for full access to sites and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

Improving access to the physical environment of the school

The Swanwick School and Sports College site allows for access for stakeholders with a variety of disabilities. In order to improve access further we will:

Objective	Lead Person	How	When	Resources	Expected Outcome
To conduct the annual health and safety learning walk with designated Governors and report back to Governing body.	C Greenhough / L Dove	Audit the provision to maintain a safe and accessible environment	June 2024	TBC	An action plan will be drawn up, including time frames for any outstanding health and safety issues.

Access to Information

This places a duty on the school to 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. All information should be made available in various preferred formats within a reasonable timeframe.

Objective	Lead Person	How	When	Resources	Expected Outcome
To review and update SSSC feedback and assessment policy. Ensure updated feedback and assessment policy is adhered to by all teaching staff.	SLT	Staff Questionnaire Consultation Book Scrutiny Observations	December 2023	Staff Questionnaire Observation pro forma Book Scrutiny pro forma	Evidence of differentiated tasks through bespoke EBI's that are challenging and demonstrate progress over time.

Making it happen: Management, coordination and implementation

- The governing body will take responsibility for the school's Accessibility Plan and set a clear direction and report on it annually.
- The views of pupils and parents/carers will be sought at Annual Reviews
- Progress towards meeting objectives will be monitored as part of the school self-evaluation process

Getting hold of the school's plan

The school's Accessibility Plan will be available on the Swanwick School and Sports College website, under the Sub Heading Key Information and School Policies and from the school office.

Publications for Guidance Accessible Schools:

- Planning to increase access to schools for disabled pupils Issued to all schools in June 2002 (DfES Publications)
- Schools Disability Code of Practice Equality Human Rights SEN Code of Practice DfES
- DfES Guidance on Inclusive Schooling DfES
- National Curriculum 2000 Inclusion Statement DfES
- Including All Learners RIBA Bookshops

Useful contact details:

Equality Advisory and Support Service (EASS)

Phone: 0808 800 0082

Text phone: 0808 800 0084

Website: www.equalityadvisoryservice.com

Post: FREEPOST EQUALITY ADVISORY SUPPORT SERVICE FPN4431

GOV.UK Publications www.gov.uk

Ofsted Publications

<https://www.gov.uk/government/publications?departments%5B%5D=ofsted>

If you need expert information, advice and support on discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide, please contact the Equality Advisory and Support Service (EASS).

Monitoring

Swanwick School and Sports College recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions

- Attainment
- Attendance
- Punctuality
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Review Date: - November 2024