

Darwen Vale High School



Accessibility Plan 2019-20

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Statement of intent

This plan outlines the proposals of the governing body of Darwen Vale High School Aldridge Academy to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners

Signed by

Principal

Date: _____

Chair of Governors

Date: _____

Next review date: _____

Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	The curriculum needs to be made fully accessible to a range of SEND students.	Audit of curriculum with SENCo. Training programme for teachers to be provided.	Principal / Teachers / SENCO SENCo to meet with DOLs to look at accessibility of curriculum.	Autumn 2019	Management and teaching staff are aware of the accessibility gaps to the curriculum.	December 2019
	PE needs to be made accessible for students with physical difficulties and dyspraxia.	PE need to provide a teaching group and appropriate accessible teaching space for students with physical difficulties.	Specialist PE teaching staff to plan an accessible curriculum for all students including those with Physical disabilities. A		Students can access all areas of the curriculum.	

			variety of activities to be offered.			
	<p>Staff members need to further develop their skills to support pupils with SEND.</p> <p>Wave 1 teaching should be outstanding.</p> <p>Teachers should be confident in allowing pupils to</p>	<p>Training programme delivered to staff to provide CPD opportunities.</p> <p>SEND representatives to be trained to deliver further training specific to faculties.</p>	<p>Vice Principal / External advisors / SENCO</p> <p>AVE to provide a programme of support for staff particularly SEND representatives.</p> <p>SEND representatives to</p>	Autumn 2019	<p>Staff members have the skills to support children with SEND.</p> <p>Students are independent in lessons.</p> <p>Wave 1 teaching is moving towards outstanding.</p>	December 2019

	take ownership of their own learning and support independence.	Lesson observations to have a focus on SEND.	lead on part of faculty meetings.			
Medium term	School trips must be fully accessible to students with SEND including those with physical disabilities.	Needs of children with SEND incorporated into planning process. Training for staff provided in relation to caring needs of students. Appropriate risk assessments carried out.	Teachers / SENCO AVE/ AEB / School Nurse and SENCO to provide training on needs of students with physical disabilities particularly in relation to school	Autumn 2019	Planning of school trips takes into account children with disabilities. Children with disabilities have the same access to school trips as their peers.	Spring 2019
Long term	Some pupils with SEND cannot access all GCSE options courses in KS4. A small group of identified students cannot access GCSE options	Development of an appropriate curriculum at KS4. SENCo to look for suitable qualification and plan and timetable to facilitate this.	SENCO/ RUC	Autumn 2019	Pupils from the identified cohort are able to access and pass the alternative courses.	Spring 2019

	and need an alternative.	SENCo to timetable additional support for these students to access this course.				
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Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short term	<p>The school's physical environment needs to be accessible to all students.</p> <p>Desk height and door width needs to be checked to ensure that they are suitable for students who use wheelchairs or frames.</p> <p>Lifts must be maintained regularly to ensure that students with physical difficulties can negotiate their way around school.</p> <p>Students with physical difficulties</p>	<p>Audit of physical environment.</p> <p>Inclusion support service need to assess school's current accessibility.</p>	<p>Site Team</p> <p>SENCo to procure inclusion support service advice.</p>	Autumn 2019	<p>School is aware of accessibility gaps to its physical environment.</p> <p>Relevant specialist equipment is provided so that students with physical difficulties have their needs met.</p>	December 2019

	need a room where physiotherapy can be provided.					
Medium term	<p>All classrooms must be suitable for students with Visual Impairments, Hearing Impairments and physical difficulties.</p> <p>Staff must be aware of how to adapt their teaching and their classroom for students with a range of needs.</p> <p>Desk height and door width needs to be checked to ensure that they are suitable for students who use</p>	<p>Incorporation of appropriate equipment and enlarged print texts.</p> <p>Use of ICT to assist students with VI.</p> <p>Use of radio aids by teachers where necessary.</p> <p>Audit of physical environment.</p> <p>Inclusion support service need to assess school's current</p>	<p>SENCO</p> <p>Site team</p> <p>IT Dept</p>	<p>Autumn 2019</p>	<p>Learning environment is accessible to pupils with visual impairments, hearing impairments and physical difficulties.</p>	<p>December 2019</p>

	wheelchairs or frames.	Specialist equipment maintained Training programme provided for staff.				
Long term	Children with physical disabilities need to be able to access all areas of the building. Children with physical disabilities need a place to have physiotherapy/ treatment and to be changed, where appropriate.	Lifts need to be maintained regularly. Room needs to be provided for changing and physiotherapy.	Site team. SENCo and school nurse to train relevant members of staff on caring needs.	Autumn 2019	School buildings are fully accessible.	Autumn 2019

		Relevant staff need training on caring needs of the students.				
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Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	<p>School must make written information accessible to all students with SEND.</p> <p>Students with SpLD must be able to access all written information.</p> <p>Students with Visual Impairments must be able to access written information.</p>	<p>School should seek advice from external advisors.</p> <p>All documentation including homework should be provided on coloured paper for students with SpLD.</p> <p>All documentation including homework should be enlarged</p>	<p>SENCO</p> <p>Teachers to ensure that written information takes into account the reading ages of the students.</p>	Autumn 2019	<p>School is aware of local services for converting written information into alternative formats.</p> <p>All students with SEND can access written information.</p>	December 2019

		for students with VI. All written information should be at a suitable reading age.				
Medium term	Written information is not accessible to pupils with English as an additional language	Work with outside agencies (SEMA.) Training provided for staff on ensuring that they can adapt written information for students with EAL. Use of ICT to support pupils with EAL.	SENCO to procure services of SEMA and to provide relevant training.	Autumn 2019	Written information is fully accessible to children with English as an additional language.	December 2019

Long term	The school website needs to be accessible to students with SEND.	Website needs updating to be suitable for students with dyslexia and Visual impairments in particular.	ICT Manager and SENCo to adapt the website.	Summer 2019	Website is fully accessible to a range of students with SEND.	Autumn 2019
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