



THE DEANES SCHOOL

ACCESSIBILITY PLAN 2015 - 2017

Effective From: September 2015

Authorised by:

Headteacher:

Mr D McKeown

Chair of the Curriculum Committee:

Mr A Johnston

Date: 19th April 2016

WORKLOAD IMPACT ASSESSMENT CHECKLIST

<input type="checkbox"/>	The school has an agreed system to monitor the workload and working hours of teachers and the headteacher.
<input type="checkbox"/>	The policy complies with and is consistent with the teachers' contractual entitlements
<input type="checkbox"/>	The policy and any related procedures were introduced following consultation with the relevant staff
<input type="checkbox"/>	The policy and any related procedures include a specific statement regarding workload impact
<input type="checkbox"/>	The policy has been piloted/ trialled to enable an assessment of workload impact to be made.
<input type="checkbox"/>	The impact of the policy and related procedures is that they have not added additional hours of working.
<input type="checkbox"/>	The policy does not duplicate any other existing policy.
<input type="checkbox"/>	All policies have been reviewed in order to assess whether any are outdated and unnecessary.
<input type="checkbox"/>	The school has identified the resources necessary to support the policy, including staff time, any additional staffing and appropriate equipment.
<input type="checkbox"/>	Implementation of this policy will not result in any additional meetings/ activities that have not been identified within the school calendar, published and revised in consultation with relevant staff.
<input type="checkbox"/>	All staff (including the headteacher) have had training to ensure that the policy and any related procedures are carried out without increasing workload burdens.
<input type="checkbox"/>	The policy and related procedures are reviewed regularly to ensure that additional workload burdens have not been added over time.

The Deanes School Accessibility Plan (2015 – 2017)

Introductory statement

This Accessibility Plan has been drawn up in consultation with the staff of the School, governing body, parents and students and covers the period from September 2015-July 2017. The plan will be kept under review during this period and will be revised as necessary.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

In accordance with 'The General Duty' our school has due regard to:

- Eliminate discrimination that is unlawful under the Equality Act 2010;
- Eliminate harassment of disabled pupils that is related to their disability;
- Promote equality of opportunity between disabled people and other people;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

The General Duty applies across the schools' duties, and applies to disabled pupils, staff and parents/carers, along with other users of the school.

Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupils to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the School should be aware.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

School Accessibility Plan 2015 – 2017

Overview of Priorities

Priority 1

- Increasing the extent to which disabled students can access the curriculum
- Increasing the extent to which disabled students, parent/carers can access information
- Increase the extent to which disabled students can access the buildings
- To produce, develop, implement and publish a disability equality scheme for The Deanes School

Lead role

Lisa Stroud has overall responsibility for implementing this priority.

Link Governor

Andy Johnston, Chair of Governors

Success criteria	Milestones		
<p>All Staff to increase their knowledge and understanding of the needs of disabled pupils.</p> <p>Maintain commitment to a well-trained and qualified Learning Support team to support all pupils with high needs.</p> <p>Additional aids being used in lessons as per the requirements of our disabled students.</p> <p>All members of the school community have access to readable material, including the school website.</p> <p>All students to be able to read to a level which allows them access to the reading materials which will allow them success in school.</p> <p>All members of the school community able to access the school building, ensuring that the proposed new 'Science/Art/ICT' build has access for all students.</p> <p>Disability Equality Scheme produced and published for all stakeholders</p>	April 2016	December 2016	April 2017
	<p>Provision Map in place, accessible to all staff, indicating the overall needs and characteristics of individual students, including medical needs.</p> <p>Sims to be updated to include detailed information regarding the needs of disabled, including medical needs of our students.</p> <p>HOF to investigate the availability of subject specific equipment to aid access to the curriculum for disabled students.</p> <p>Disabled students to be involved in student voice focusing on their individual needs, and how the school can best meet these needs.</p> <p>Marketing material including material published on the school website, newsletters etc. to be accessed for readability.</p> <p>Reading ages to be available to all staff, for all students.</p> <p>As plans for the new build develop, consideration is taken into account to ensure full delivery of the curriculum for all students during building work.</p> <p>Students, staff and parents/carers consulted regarding the implementation of The Disability Equality Scheme.</p>	<p>Evidence in planning and the delivery of lessons of reasonable adjustments to enable disabled students to fully access learning.</p> <p>Specialist equipment, where necessary, being used in lessons independently by specific students.</p> <p>Marketing material to be adapted for 'readability' purposes.</p> <p>Teachers taking into account the reading ages of students in teaching and learning.</p> <p>Students with low reading ages to be actively engaged in intervention reading programmes.</p> <p>As meetings for the new build begin students with disabilities are involved in the design of this physical area of the curriculum.</p> <p>The Disability Equality Scheme published on the school website.</p>	<p>Evidence in planning and the delivery of lessons of reasonable adjustments to enable disabled students to fully access learning.</p> <p>Specialist equipment, where necessary, being used in lessons independently by specific students.</p> <p>Evidence of disabled students being included in extra-curricular activities, including events organised by other external establishments.</p> <p>Marketing materials to be available in a variety of different types depending on the needs of the school community.</p> <p>Students make progress with reading which is measurable and which allows them to access all aspects of the curriculum.</p> <p>The Disability Equality Scheme ensures a more inclusive approach to accessibility at The Deanes School.</p>