



Accessibility Policy and Plan

Mrs J Johnson- Assistant Headteacher Diversity

March 2019- March 2021

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Statement of intent

James Calvert Spence College is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

At James Calvert Spence College we have three core values:

NAVIGATE

We are proud of our students who grow into well rounded young adults, with a clear sense of direction and an awareness of personal strengths.

ILLUMINATE

We embrace talent and expect all of our students to show a determination and desire to succeed.

SHELTER

We are a caring, welcoming community offering unwavering support throughout the years in a safe environment.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by

Executive Headteacher: 

28/03/2019

Date:

Chair of governors: 

28/03/2019

Date:

1 Legal framework

This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Improvement Plan

2 Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3 Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The Executive Headteacher and Assistant Headteacher Diversity/ SENCO, in conjunction with the Governing Body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.

The Governing Body, or a select committee, will be responsible for monitoring the Accessibility Plan.

The full Governing Body will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.

The Executive Headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.

During a new pupil's transition and induction at James Calvert Spence College, the pupil's Head of Year and / or SENCO and / or form tutor will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The Executive Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.

The Executive Headteacher, Governing Body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Assistant Headteacher Diversity/ special educational needs and disabilities coordinator (SENCO) will work closely with the directors, Executive Headteacher and Governing Body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.

All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin. Specialist training will be delivered to support disabled pupils as the need arises.

4. Accessibility Plan

James Calvert Spence College's Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

The Plan is structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy. The plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

The Accessibility Plan can be presented as either a freestanding document or as part of another document, such as the School Improvement Plan. The accessibility plan will be reviewed every three years and an access audit will be conducted by the Executive Headteacher and Governors on an annual basis.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

Both the Accessibility Policy and Accessibility Plan will be published on the school website.

James Calvert Spence College will collaborate with the LA in order to effectively develop and implement the plan.

The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan and may, where relevant and/or necessary, support the school with auxiliary aids and services in order to help the school provide adequate support to pupils with disabilities.

Schools have a duty to make reasonable adjustments for pupils with a disability.

The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as part of their planning duties.

Reasonable adjustments

Factors school may consider when assessing the reasonableness of an adjustment, may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements and whether aids have been made available through the Special Educational Needs route. Cost will play a major part in determining what is reasonable.

The guidance states that many pupils with a disability will have an SEN statement and auxiliary aids provided by the LA and so may not require anything further. However, if the disabled pupil does not have a statement or EHC Plan (or the statement/plan doesn't provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school (after the relevant provisions come into force).

The reasonable adjustments duties on schools are intended to complement the accessibility planning duties and the existing SEN statement provisions which are part of education legislation, under which Local Authorities have a duty to provide auxiliary aids to pupils with a statement of special educational need/ Education and Healthcare Plan (EHC Plan). In addition to the duty to consider reasonable adjustments for particular individual disabled pupils, schools will also have to consider potential adjustments which may be needed for disabled pupils generally.

Accessibility plans at James Calvert Spence College are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;

- Improving the physical environment of schools to enable disabled people to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled people.

The school will provide adequate resources for implementing plans and regularly reviews them.

James Calvert Spence College recognise there are areas on both sites which are not accessible for persons requiring a wheelchair and/or certain disability aids. As part of the Accessibility Plan, staff and service users will be consulted to identify areas of improvement and future developments.

5. Equal opportunities

General Equality Duty

The Public Sector Equality Duty (PSED) has three main elements.

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

The duty to have “due regard” to equality considerations means that whenever 2 significant decisions are being made or policies developed, thought must be given to the equality implications.

Specific duties

Schools have a duty to make reasonable adjustments for pupils with a disability.

The DfE non-statutory guidance states that this duty can be summarised as follows:

- Where something a disabled pupil is placed at a disadvantage compared to other pupils then the school must take reasonable adjustments to try and reduce/remove the disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.
- Schools are not subject to the other reasonable adjustment duty to make alterations to physical features because this is already considered as

James Calvert Spence College are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The equality duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex,
- race,
- disability,
- religion or belief,
- sexual orientation,
- gender reassignment,
- pregnancy or maternity.

James Calvert Spence College strives to ensure that all existing and potential pupils are given the same opportunities and is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

James Calvert Spence College will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

James Calvert Spence College will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

James Calvert Spence College will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

James Calvert Spence College is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

The Accessibility Plan is aimed at increasing the extent to which disabled pupils can participate in the curriculum.

The curriculum covers teaching and learning and wider provision embracing clubs; leisure, sporting and cultural activities; and school trips.

Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

James Calvert Spence College is keen to ensure no pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress. Subject teachers, Directors and the SENCO will work together to adapt a pupil's Individual Pupil Passports with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Physical Education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

Where areas of the curriculum present particular challenges for a pupil, these will be dealt with on an individual basis.

The teachers, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

There are established procedures for the identification and support of pupils with SEND in place at the school and detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources will be made available for pupils with visual impairments, such as large print reading books.

Learning Support Partners are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

James Calvert Spence College is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.

Improvements to physical access may include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities.

Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment etc. e.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Where additional needs are identified, James Calvert Spence College will endeavour to provide aids, improvements and support where possible. James Calvert Spence College have identified areas where disabled students/users may not be able to access and have included these areas in the Accessibility Plan review in order to identify future improvements.

James Calvert Spence College has adapted entrances so as ramps are available for access.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

The Governing Body and Executive Headteacher will review the policy in collaboration with the SENCO's support.

Equality impact assessments will be undertaken as and when school policies are reviewed or if there is a change in legislation.

Appendix A – JCSC Accessibility Plan

Part 1: Increasing the extent to which disabled pupils can participate in the curriculum;

	Issue	What?	Who?	When?	Outcome criteria	Review
Short term	Access to ICT facilities for pupils with visual impairments or Dyslexia	Access to enlarged computer screens and key boards where necessary Support for pupils to increase the size of the font on the computer screen and change the background colour.	Aaron Armstrong-ICT Aaron Armstrong -ICT	September 2019	To ensure pupils with disabilities have the same access to ICT equipment as their non- disabled peers.	

	Access to talk to write software to support pupils with disabilities	Dragon speak or similar software to be made available for disabled pupils to use in the classroom.	Aaron Armstrong-ICT	September 2019	To support disabled pupils to record their ideas effectively in class so they are not disadvantaged compared to their peers.	
	Identify the sensory challenges the school environment	Support from the LA ASD Team to identify possible sensory difficulties in the classrooms	J Johnson	February 2019	To support disabled pupils to manage their sensory processing difficulties	
	Safe space to be identified for disabled pupils to access during break and lunchtimes.	The Quay to be used to support disabled pupils at break and lunchtimes Safe space- pop up tent to be purchased for disabled pupils (ASD/ADHD) to use at SA site.	Jill McNoughton/ Julie Hearn	September 2019	To provide emotional support for disabled pupils during unstructured times.	

	Nurture for class to provide emotional support for disabled pupils	SEN teacher to be appointed ELSA training to be completed by an LSP and SEN Teacher PACE training to be completed by key members of staff in school	J Johnson	December 2019	To provide staff training so appropriate emotional support can be provided for disabled pupils.	
Medium term	Review of the: Teaching and Learning policy Marking and feedback policy	To review policies to ensure both policies support disabled pupils and reasonable adjustments are made to ensure disabled pupils are not disadvantaged compared to their peers.	Anna Reid/ Jane Gray / J Johnson	September 2020		

	Review the accessibility of information provided to pupils and parents.	Review pupil resources and letters to parents .	A Crawley/ J Johnson/ C Hutchinson	December 2019	Ensure all written text is accessible and suitable for the target audience.	
	To improve the access to the curriculum for pupils with behaviour and concentration difficulties	Whole school ADHD training	J Johnson/ J Gray	December 2019	Support pupils with behavioural/ concentration difficulties to remain inside of the classroom	
Long term	Review schemes of work	Review of schemes of work/ planning to identify possible challenges for disabled pupils, this includes access to extracurricular activities and residential visits.	SLT/ Subject directors	September 2020	To support access to the curriculum for disabled pupils	

Part 2: Improving the physical environment of schools to enable disabled people to take better advantage of education, benefits, facilities and services provided

James Calvert Spence College is a school which caters for pupils between the ages of 9- 18 (years 5-13). The college campus is split across two sites known as South Avenue site and Acklington Road site.

South Avenue site:

South Avenue site was planned in the 1930s and opened in 1949. The main body of the building is single story. The classrooms are positioned in a large rectangle facing inwards towards a corridor. The PE department and Head Teacher's office (now used as a meeting room) are on the second floor, there is no lift access to these facilities. There are a number of small steps around the building which are demarcated by signage.

Some classes are taught in outside mobile classrooms, these classrooms are accessible but ramps. The mobiles house disabled toilet facilities.

Although the building is dated there have been some modifications made to the fabric of the building to make it more accessible for disabled people. Adaptations for disabled people include:

- Portable ramp used regularly
- Doors wide enough for wheelchair access
- Main site has a disabled toilet
- Handrails installed to support access to classrooms 1-6
- Evacuation plans are in place for all staff and pupils, including disabled staff and pupils
- Dining hall is accessible to wheelchairs user via ramp

	Issue	What?	Who?	When?
Short term	Access to the main reception	Installation of a bell to alert staff to visitor presence Ramp to be installed to allow access to the main reception area	Site management Team	September 2019
	Meetings with feeder first schools to identify needs of disabled pupils prior to entering the school site	Meetings with feeder first schools to identify reasonable adjustments to the building prior to transition.	J Johnson- Assistant Headteacher	September 2019
	Increase the contrast between the stairs/ steps and the noses to support access for disabled people	Stair/step noses to be replaced with high visibility stair noses	Site management Team	September 2019

	Facilitate access to the mobiles	Steps to be replaced on the entrance to the mobile buildings	Site management team	September 2019
Medium term	Increase access to learning/support spaces for disabled pupils	Widening of the door to the pastoral/library space and room science room 16	Site management team	September 2020
	Increase access to fire evaluation routes for disabled people	Widening of the fire door outside or room 1 and 6 to allow access to the field. Ramp to be installed outside of the classroom and fire doors to allow access	Site management Team	September 2020
	Increase access to room 20-Maths	Small ramp to be constructed outside of room 20 to allow access	Site management Team	September 2020

Long term	Access to classrooms 1-6, support to manage the steps	Timber ramp to be constructed between pastoral corridor and room 1 to allow wheelchair access	Site management Team	September 2021
	Access to rooms 1-7	Raising of the floor level in the corridor between rooms 1-7	Site management team	September 2021
	Increase access to the primary yard and canteen area	Ramp to be installed to access the primary yard Door to be widened to allow access to the primary yard, mobiles and canteen area.	Site management team	September 2020
	Increase access to the canteen	Ramp to be added to the right canteen door	Site management team	September 2020

Acklington Road site:

Acklington Road site is a more modern school building, built in the 1980s. It is more accessible for disabled staff, pupils and visitors than the South Avenue site. The main entrance of the Acklington Road site has a lowered reception area so is accessible for wheelchair users.

The Acklington Road site has accessible disabled toilet facilities, two lifts and a further lift in the sports hall. All of the classrooms and facilities are accessible by wheel chair users apart from the office spaces and staff room area. The Acklington Road Quay is accessible by a ramp and has a disabled toilet. Evac chairs are available for the use of disabled people, evacuation plans are in place for disabled staff and pupils.

	Issue	What?	Who?	When?	Review
Short term	Increase access to the reception area	Installation of a bell to alert staff to visitor presence	Site management	September 2019	
	Increase the contrast between the stairs/ steps and the nosing in some areas of the school	Replace the nosing on some stairs/ steps in school to increase contrast for visually impaired people.	Site management team	September 2019	

	Support access to the learning environment for visually impaired pupils	High visibility strip on the door way of room 32 and workshop 6	Site management Team	September 2019	
	Review of the lighting system (outside of the toilet areas)	Review of lighting to ensure it is bright enough to allow access for people with visual impairments	Site management Team	September 2019	
Medium term	To support access to areas of the school such as art	Temporary ramping outside of the art department and into the English area to be replaced with permanent ramping.	Site management Team	September 2020	
	To support disabled access to fire evacuation routes	Rooms 8-11 ramp to be installed in and outside of the fire doors	Site management Team	September 2020	

Long term	Increase access to disabled toilet facilities	Disabled toilet facilities to be created in the maths area and English area	Site management team	September 2021	
	Replacement of the flooring in areas	Replacement of flooring to ensure is even and can be accessed by disabled people.	Site management team	September 2021	
	Allow access to staff room and office space for disabled staff	Lift to be installed in the library area to allow access to the staff room and office spaces	Site management Team	September 2021	