

ACCESSIBILITY PLAN

Date of initial policy	January 2022	Date of next review	January 2025
Reviewed	January 2024		

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It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a range of disability associated with students with different difficulties.

The purpose of the accessibility plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

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

Definition of disability under the Equality Act 2010

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

ACCESSIBILITY PLAN 2024

Aims and objectives

Our aims are to:

- Ensure access to the curriculum for students with a disability
- Improve and maintain access to the physical environment

The table below sets out how the school will achieve these aims.

Appendix1

This section outlines the main activities, which the school undertakes, to achieve the key objective.

Accessible Schools – Identifying Barriers to Access

Target	Tasks Undertaken	Responsibility
All staff have the necessary training to teach and support students with SEND	<ul style="list-style-type: none"> •Regular training takes place on aspects of supporting individuals with Special Educational Needs (SEND). •DOI holds the National Award for SEN. •DOI conducts regular learning walks to observe inclusive teaching throughout the school. 	DOI Whole School Staff
Classrooms are optimally organised for students with disabilities.	<ul style="list-style-type: none"> •The school has been adapted, in consultation with specialists, to suit the needs of students with disabilities. •All staff organise their teaching rooms appropriately (with guidance from DOI as appropriate) and provide seating plans for students. 	Whole School Staff
Lessons provide opportunities for all students to achieve	<ul style="list-style-type: none"> •All staff follow strategies for personalised learning, stated on Provision Mapper •All staff are expected to differentiate their lessons to meet the needs of all students at all levels of ability. •All staff should provide appropriate adaptations to their lessons – to include use of coloured paper/ overlays/ enlarged fonts etc. for visual difficulties. •All students with recording difficulties are provided with personal iPads for use in all lessons. •Learning Support assistants provide appropriate support for individual and groups of students within mainstream lessons. •EAL students are provided with bilingual dictionaries to support language learning. 	Whole School
Lessons are responsive to student diversity.	<ul style="list-style-type: none"> •Exam access arrangements are used when appropriate in lessons as 'usual way of working'. •All departments e.g. Science, PE, Food, DT, undertake necessary and relevant risk assessments for appropriate activities suitable for student learning. 	Whole School SEN Team Exams Officer EVC

	<ul style="list-style-type: none"> •The School has a qualified Educational Visits Coordinator (EVC). •A rigorous planning and risk assessment process is required for all Educational Visits overseen by the EVC. 	
All students access a wide curriculum including a variety of arts subjects and physical education.	<ul style="list-style-type: none"> •Music, Drama, Art, Food technology and PE are compulsory subjects in Year 9 and options subjects for KS4 and KS5. •Students accessing alternative learning plans are supported in continuing their wider curriculum subjects. •Liaison with the central Physiotherapy Team supports alternative physical activities for students when necessary. 	SLT DOI DOI
Staff recognise and allow for the mental and physical effort expended by some students with disabilities.	<ul style="list-style-type: none"> •Provision Mapper provides staff with individualised strategies in supporting the needs of all students on the SEND register. •The school has a diagnostic assessor who complete all exam access arrangements. •Weekly briefings provide staff with key information on students who may need short-term support. 	SENCO/Whole School Staff DOI All Staff
Staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	<ul style="list-style-type: none"> •Every effort is made to involve all students in all activities within the School. •Personalised Learning Plans are created to enable students to access the full curriculum despite, learning, medical, social and emotional mental health or behavioural needs. •Students are also signposted to external inclusive clubs organised through ESC. •During lessons students have access, as and when require, to specialised and adapted sporting equipment such as sports wheelchairs, modified basketball hoops, shortened rackets and larger shuttles/balls – dependent on the sport. •Lessons are differentiated to suit the learning needs of all students. •Various roles (leader, performer, official, coach) are available for all students to fully participate in lessons ensuring that all lessons are inclusive. •The use of iPads and video analyse are used when necessary in lessons to ensure all learners have opportunities to make progress. 	Whole School Staff DOI

<p>Les Quennevais provides access to computer technology appropriate for students with disabilities</p>	<ul style="list-style-type: none"> • Students with reading or recording difficulties are provided with personal iPads for use in all lessons. • Computer adaptations are made for students with Visual Impairments. • Dragon Speak technology is available for students. 	<p>DOI Whole School Staff</p>
<p>School visits, including overseas visits, are made accessible to students irrespective of attainment or impairment.</p>	<ul style="list-style-type: none"> • Les Quennevais follows guidance from ESC with regard to the accessibility of trips for all: <ul style="list-style-type: none"> - It is unlawful to treat a disabled person less favourably or fail to take steps to ensure that disabled persons are not placed at a substantial disadvantage <u>without justification</u>. <p>We endorse the following principles:</p> <ul style="list-style-type: none"> • A presumption of entitlement to participate. • Accessibility through direct or <u>realistic</u> adaption or modification. • Integrations through participation with peers. • For all trips, permission is sought from the EVC, who ensures equal access occurs and all medical issues identified are addressed. • Appropriate risk assessments are carried out. 	<p>EVC EVL Support Staff</p>
<p>There are high expectations for all.</p>	<ul style="list-style-type: none"> • The curriculum strives to provide a diverse range of opportunities for all students regardless of disability. • All students have aspiration target grades, regardless of ability or disability. These have high expectations and are owned by students and staff. • Rigorous monitoring of all students is undertaken and focus placed on “narrowing gaps”, through effective and timely intervention to raise achievement. • Our Guidance Team supports students with Social, Emotional and Mental Health needs and ensure that outcomes are still achieved despite difficulties. 	<p>SLT Whole School Staff</p>
<p>Staff seek to remove all barriers to learning and participation.</p>	<ul style="list-style-type: none"> • Les Quennevais is a fully Inclusive School • All students have access to a full curriculum and a fair options process. • Staff are provided with information and strategies to support all students with any difficulties. 	<p>Whole School Staff</p>

<p>Les Quennevais ensures that information is presented to groups in a user-friendly way for people with disabilities?</p>	<ul style="list-style-type: none"> •The School website, Twitter, texts, telephone, internet emails and one to one / group meetings are standard methods used by the School to share information. 	<p>SLT</p>
<p>The size and layout of the school – allows for access for all students.</p>	<ul style="list-style-type: none"> •The school has been adapted, in consultation with specialists to suit the needs of students with disabilities. •Lifts are available to ensure that the whole school is accessible 	<p>Site Team</p>
<p>Pathways of travel around the school site and parking arrangements are safe, routes are logical and well signed.</p>	<ul style="list-style-type: none"> •Regular site inspections to take place by Site Manager to ensure all pathways are clear of any issues, which would make access around the site unsafe and inaccessible. •Exit routes signs are clearly labelled and regularly checked to ensure they are current and visible. •Disable parking for only staff and students who have the appropriate authorities to park in disabled spaces. 	<p>Site Team</p>
<p>Emergency and evacuation procedures are set up to inform ALL students.</p>	<ul style="list-style-type: none"> •Termly fire drills take place to ensure all students are aware of the Emergency procedures. •Any student who requires the use of an EVAC chair have an additional termly practice to ensure all involved are fully briefed on equipment and exit routes. •All staff have completed an online course: Principles of Fire Safety, CIEH eLearning Certificate. 	<p>Site Team</p>