



Headteacher: Ms T Wilden B.A. (HONS)

<b>Initial Policy date</b>	May 2018	<b>Next scheduled review</b>	<b>May 2021</b>
<b>Governor approved</b>	13 May 2020	<b>Key person/people</b>	HT and SENCo
<b>Model Policy</b>			
<b>Pupil leadership team review</b>		Y / <del>N</del> / N/A	

## ACCESSIBILITY PLAN

## Section 1: Vision statement

At Test Valley School we are committed to giving all of our pupils every opportunity to unlock their potential and to achieve the highest of standards. By taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We strive to be a fully inclusive school, and actively seek to remove the barriers to learning and participation that can hinder, marginalise or exclude individual pupils. The achievements, attitudes and wellbeing of our whole School community matters.

The Department for Education (DfE) has published advice on the Equality Act (2010) for schools, which explains that schools must have an accessibility plan aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

The Equality Act (2010) defines disability as *"... a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities"*.

This accessibility plan incorporates aspects of the School Development Plan and, is integral also to the SEN policy, paying due regard to government law and Hampshire LEA directives, including the Equality Act (2010), The Children and Families Act (2014) Part 3, which links in to the SEN Code of Practice (2015), and to previous legislation including the SEN and Disability Act (2001), and The Disability Discrimination Act (1995).

The purpose of this Accessibility Plan is to set out the School's priorities and proposals to increase access to school education for pupils with disabilities.

The SEN and Disability Act (2001) extended the Disability Discrimination Act (1995) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils under part 4 of the Disability Discrimination Act. These are:

- not to treat disabled pupils less favourably for a reason related to their disability;

- to make reasonable adjustments for disabled pupils, so they are not at a substantial disadvantage; and to plan to increase access to education for disabled pupils.

We take advice on support needed for children with disabilities and work with external specialists to ensure pupils have the support necessary to fully include them in school life.

The action plan ensures that:

- the school draws on the expertise of external agencies to provide specialist advice and support;
- the SENDCo has an overview of the needs of pupils with disabilities;
- there are high expectations;
- there is appropriate deployment and training of Teaching Assistants and Pupil Support Team;
- successful practice is shared within the school;
- the school works with other schools; and
- pupils with disabilities have access to extra-curricular activities.

## Section 2: Aims and objectives

The table below sets out how the school will achieve the aims of increasing access to the curriculum for pupils with a disability, improving and maintaining access to the physical environment, and improving the delivery of written information to pupils.

Aims	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To ensure that the School continues to employ its best endeavours in meeting the needs of all learners, removing barriers to learning participation.	<ul style="list-style-type: none"> <li>- Quality inclusive teaching.</li> <li>- Strong partnerships with outside agencies.</li> <li>- Specialist support where available.</li> </ul>	Develop inclusive, quality first teaching, and support teachers with differentiation of work.	<p>Ongoing professional learning programme for all colleagues that includes individual feedback and additional opportunities.</p> <p>Monitoring of extra-curriculum passion and engagement</p>	SENCO + House Leaders	As per the AIP	Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make good progress.
		Development of curriculum to ensure pupils have a range of options to support learning needs.	Continue to refine curriculum options according to individual needs.	DHT	Annually and, as needed - ongoing	Improvement in KS4 results and participation for individuals.

Maintain access to the physical environment	<ul style="list-style-type: none"> <li>- Ensure adjustments are made for pupils who cannot access upstairs floors.</li> <li>- The School has accessible toilets.</li> <li>- Most stairways have handrails and step edges are well-defined. Ramps allow all areas of the School to be accessible.</li> <li>- The School has dedicated disabled parking.</li> </ul>	Consider the physical needs of all pupils within the environment in all programmes of renewal, maintenance and rebuild.	Ensure any new-build is compliant and meets needs of all learners.	Business Manager	As appropriate	
		Improve the physical environment for all pupils with disabilities.	Provide helpful outdoor spaces for vulnerable children to use at break and lunch time.  Ensure maintenance of existing facilities, signage and equipment.	Business Manager DHT/HT  Business Manager	Ongoing	Pupils have access to a specially designed space for break and lunch.
				SENCO + DHTs		
Ensure effective communication with families	<ul style="list-style-type: none"> <li>- Open door policy.</li> <li>- Clear transition programme to Year 7.</li> <li>- Clear working relationship with outside agencies.</li> <li>- Tracking of attendance at parental engagement events.</li> </ul>	Increase availability of written materials in alternative formats.	Administrative team to make available on request.	Business Manager + HT's PA	As needed	Written information available in alternative formats on request and users know how to access alternative formats.
		Ensure website is accessible.	Utilise accessibility features to ensure website is fully accessible to all users.	Business Manager	September 2020	High % of parental engagement at events in school.
		Improvements to assist those with hearing loss.	Hearing loops to be fitted in reception area.	Business Manager	20-21 academic year	
		Increase awareness of school routines and	Make all visitors aware of emergency evacuation procedures and security	Admin Team	Immediate	

		expectations for visitors with disabilities.	considerations when on the school site.			
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### Section 3: Access audit

<b>Feature</b> <i>For example:</i>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	Ground and first floor across the majority of the site.	Timetable/classroom adjustments to be made	SLT	As needed
Corridor access	Most corridors are wide enough to allow safe passage of physically impaired pupils provided they leave lessons 5 minutes early.	None required	SLT	As needed
Lifts	The School does not have any lifts	None required		
Parking bays	The school has 96 parking bays, 2 of which are designated disabled bays. We do not have designated visitor bays, but all visitors are directed to use the top car park.	Bays to be marked more clearly		2020-21
Entrances	The main school entrance is accessible	None required		
Ramps	There are ramps at main and minor entrances. All other entrances are level except for the DT/humanities building.	None required		
Toilets	There are 75 toilets on the premises and 14 of these are disabled toilets.	None required		
Reception area	Reception is fully accessible for guests, pupils and staff. There are “push buttons” for access.	None required		
Internal signage	Internal signage is consistent, visible for those with visual or physical impairments and to support pupils they have a thorough induction process and assistance is provided to visitors and PI pupils.	None required		
Emergency escape routes	Pupils, staff and visitors are made aware of emergency escape routes and procedures should evacuation be necessary.	None required		

Approved by: .....

Date: .....

Next review date:.....