



Accessibility Plan Seva School

2020-2021

Policy last Reviewed	February 2021
Reviewed by	Senior Leadership Team
Agreed by	Governors / Trustees
Shared with staff	Annually
Next Review due date	July 2021

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1. Aims

Seva school is an inclusive school where all students are made to feel safe, happy and valued. Our school vision ensures that all students enjoy high quality learning experiences through which they are able to achieve their full potential, whatever their needs. Our inclusive ethos aims to encourage all students to be actively involved in their own learning. This involves valuing all students and staff equally and reducing barriers to learning and participation. Seva school aims to provide academic and alternative pathways to ensure all students fulfil their potential into adulthood.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to make sure all our students have access to an equal, fair and inclusive educational experience without discrimination. This includes:

- Increasing the extent to which pupils with disabilities can participate in the curriculum.
- Improving the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improving the availability of accessible information to pupils, parents, staff and visitors with disabilities.

Seva school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

SEVA School is committed to providing a fully 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers which makes it hard for a person who has difficulties with:

- Physical coordination
- Mobility
- Speech, hearing or eyesight
- Memory or ability to learn, concentrate or understand
- Perceiving risk or physical danger

SEVA school aims to provide a rigorous and transformational education that prepares students for success at university, apprenticeships and work.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We have included a range of stakeholders in the development of this accessibility plan, including our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

All pupils should be able to take part in the day to day life of our school and benefit from the learning experiences we provide.

An Action Plan is attached which relate to the three key aspects of accessibility. This plans will be reviewed and adjusted on an annual basis and or when appropriate. A new Accessibility Plan will be drawn up every three years.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Teaching and Learning
- Equal Opportunities Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Emergency Evacuation Procedures
- School Development Plan

Information from pupil data and school audit

The latest information regarding the number of pupils with special educational needs and disability for SEVA school can be found in the SEN Register.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she

‘ has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities. ‘

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school uses differentiated resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs using EHC plans. Staff have access to a shared area which informs them of students and their individual needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Audit of the ICT needs of pupils undertaken.</p>	<p>To disseminate best practice and ensure the skills and knowledge of staff are kept up to date.</p> <p>All teachers are able to fully meet students' needs with regard to accessing the curriculum.</p>	<p>Learning walks include at least one SEND focus.</p> <p>Staff training on:</p> <ul style="list-style-type: none"> the inclusive classroom key strategies on the four areas of need as outlined by the SEN CoP (2015) <p>A SEND handbook and resources made available to all staff.</p> <p>Provide training as necessary</p>	<p>SENCO Principal Head of Primary</p> <p>SENDCO</p> <p>IT Technician</p>	<p>2019/2020</p> <p>Nov 2020</p>	<p>Sharing best practice throughout the school. GI assessments – reading ages, spelling ages.</p> <p>Pupil voice returns are positive.</p> <p>Parent/carer voice returns are positive.</p> <p>Teacher voice returns are positive.</p> <p>All students with SEND who require ICT support can access the curriculum and achieve. Tracking to</p>

		Computer access available for students.				
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						show the effectiveness of individual students
	Written material made available in alternative formats when required.	To meet pupil/parent/carers requirements to access written information.	Contact local authority	SENDCO	Dec 2020	No pupil or parent is disadvantaged by not being able to access information provided by the school.

Aim	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
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Classrooms • Disabled parking bays • Disabled toilets 	To make further improvements including another ramp, a lockable cabinet in the disabled toilet as well as a padded seat and alterations to the sink.	<p>Ensure all ‘nominated’ staff have evacuation chair training.</p> <p>Refuge area is appropriate for use.</p> <p>Signs to fire exits are clear.</p> <p>Lowering of cooker</p>	<p>Site Manager Site staff.</p> <p>Electrician</p>	<p>March 2021</p> <p>April 2021</p>	Clear labelling for accessibility
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Large print resources • Induction loops • Translation 	Improve accessibility of information	Tablets are available with controls so falls inline with IT legislation.	IT Technician	March 2021	Accelerated reader and star assessment Lexia Core

Aim	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
All out of school activities are planned to ensure the participation of pupils with SEND.	To meet with Enrichment coordinator when planning out of school activities.	All out of school activities to be conducted in an inclusive environment.	Compliance requirements checklist to be complete for external providers. Staff to run before and after school provision.	Enrichment coordinator	April 2021	No pupil with SEND is excluded from trips and extracurricular activities. Trips are actively sourced to be inclusive of all pupils it is planned for.
To liaise with primary schools to review potential intake for September 2021	To identify pupils who may need additional to or different from provision for 2021 intake.	School to put appropriate provision in place.	Contact primary schools Visit pupils and SENCOs	SENDCO	Sept 2021	Procedures, equipment and resources set in place by 2021

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the trustees and head teacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs policy
- Special educational needs (SEN) information report