



Auckland College Independent School

Every Pupil Matters, Every Moment Counts

Accessibility Plan Policy





Document Control

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Accessibility Plan Policy

This plan was formulated by a working party consisting of the SLT at Auckland College

Auckland College strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of someone with a disability is as below:

Someone with a physical or mental impairment.

The impairment is such that it has a substantial and long-term adverse effect on an individual's ability to perform normal day-to-day activities

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise our duty under The Equality Act 2010

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment.

It is unlawful for a school or other education provider to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Schools Must:

Not treat disabled pupils less favourably; and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)

The school have the duty to devise and print Accessibility Strategies and Plans

The Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

Currently at Auckland College all pupils can access the curriculum regardless of disability. Although the school is not a purpose-built building, we take all reasonable steps to take into account the need for access to all.



This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as 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, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, adapted toilets and washing facilities, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged writing on computer screens, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

The curriculum is carefully designed to meet the needs of all learners and all pupils access a broad and varied curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school will plan to improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework.

3. Improving the delivery of information to pupils with disabilities

Any pupils requiring additional support are clearly identified on entry to Auckland College Independent School. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation. Some pupils are allocated additional support in morning registration and during the appropriate lessons where home-school books are used extensively and monitored on a daily basis by support staff. Some pupils may be allocated home-school liaison staff to ensure effective communication with parents as well as children.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.



Other related school policies and statements

Equality for disabled pupils is incorporated as an explicit aim in the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour for Learning Policy
- Admissions Policy
- School Improvement Plan
- Policy for school trips and excursions
- SEND policy
- Exclusions

Aims

Auckland College aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities planning the physical environment of the school to cater for the needs of pupils with disabilities raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training by providing written information for pupils with disabilities in a form which is user friendly. by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

Actions to ensure equality for children with disabilities:

1. We shall undertake a disability audit using a cross section of staff, pupils and parents
2. As a result of the audit, we shall:
 - a) Write and action plan which includes targets
 - b) Make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - c) Monitor the success of the plan
 - d) The Plan will be reviewed annually by the SLT
3. The management will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).



Monitoring

Auckland College recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions
- Attainment
- Attendance
- Rewards
- Sanctions
- Exclusions
- KS4 option choices
- Post 16 destinations
- Selection & recruitment of staff
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions and sports day etc)