

Savio Salesian College



Accessibility Plan

Introduction

This Accessibility Plan is for the period 2017 – 2019 and is written in the context of the school's Mission Statement and the Governors' stated Equality Information and Objectives. It is also produced in line with the Equalities Act (2010) Schedule 10 and the Disability Discrimination Regulations (2005)
The Plan will be monitored termly and reviewed on an annual basis and amended accordingly.

See Appendix 1

Person(s) responsible: Brendan Fox, Maxine Macken, Patricia Stroud

Date:-

Accessibility Plan

Access to the curriculum

| Time Scale | Targets | Activities | By when | By whom | Success Criteria |
|--------------------|--|---|----------------|--|--|
| Short Term | Provide training on ASD | Arrange for external service, such as OSSME, to provide bespoke training for those pupils with a hearing impairments Post training materials on College SEND folder. | Sept 2017 | SENCo and OSSME | Reduce barriers to learning to enable pupils to engage more fully in the curriculum. High pupil satisfaction levels. |
| Medium Term | To improve organisation layout for exam provision | To audit new and existing classroom layout for pupils with a special educational need and/ or physical disability during assessments | July 2019 | SENCo | To provide an environment that allows no pupil to be disadvantaged in assessments. |
| Long Term | To implement appropriate curriculum provision for SEND pupils. | New GCSE/ Vocational courses materials offered are presented in a reading age appropriate format. Alternative/enhanced curriculum offered where appropriate. | September 2019 | SLT Line Managers, Curriculum Leaders, SENCo | All pupils are able to access courses due to appropriate reading age material. |

Access to buildings -

| Time Scale | Targets | Activities | By when | By whom | Success Criteria |
|--------------------|---|---|-----------------------|-----------------------------------|---|
| Short Term | Visibility strips are on all stairwells and access to building. | High visibility strips are checked for any damage and repaired. | July 2019 | Site Manager | Pupils with visual impairments are able to use access points and stairwells safely. |
| Medium Term | Ensure the maintenance of car park access | Report damaged markings for disabled users to Local Authority | May 2019 | Business Manager and Site Manager | All modifications meet DDA/DED standards and regulations for school building. |
| | Maintenance of handrails | Check and repair handrails | September 2019 | Site Manager | Handrails are safe to use, thereby minimising risk of trips and falls. |
| | Disabled toilets | Service and repair of red pull cord and bell to reception | Sept 2019 | Site Manager | Enable disabled users to call for assistance in the event of an emergency. |
| Long term | Install lift in main school | Cost and get plans for a lift in the main school. | December 2019 (plans) | Business Manager | Plans and costs approved and presented to the Governing Body. |
| | | Identify revenue streams for the installation of the lift | May 2020 | Business Manager | |

Access to Information

| Time Scale | Targets | Activities | By when | By whom | Success Criteria |
|--------------------|--|--|------------------------------------|--|---|
| Short Term | All PowerPoint presentations are created to ensure accessibility for visually impaired and pupils with dyslexia. | Adjust colour and font for power points | June 2019 | ICT Manager/SENCo | Pupils are able to access information and curriculum resources for study. |
| Medium Term | Posters are appropriately modified for visually impaired and pupils with dyslexia | New posters to be presented on buff paper with appropriate font, layout, background and height. | July 2019 | Curriculum Leaders | Pupils are able to access information for subject areas and health and safety displays. |
| Long term | Letters, notices and newsletters and website are formatted appropriately. | Information to parents such as questionnaires are appropriately formatted for visually impaired and of a suitable reading age. | Ongoing and in place by January 17 | SENCo, Senior Leadership Team and Head Teacher | Parents /Carers are able to access information so that where necessary can provide important feedback to College. |

**Savio Salesian College
Access Plan Audit of Need 2017**

Appendix 1

CONTENTS

- **Introduction**
- Mission Statement of Savio Salesian College
- Aims and Objectives
- Information from pupil data and school audit
- Views of those consulted during the development of the plan
- The Main Priorities of the School Plan
- **Access Plan**

This will include the following information

- Curriculum Access
- Physical Access or modifications to the building
- Information Access

Introduction

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “**schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation**”.

Please note that other policies on our school website may also refer to the Equality Act 2010.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability.

This plan sets out the proposals for the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving delivery of information to disabled pupils which is provided in writing for pupils who are not disabled.

To meet the Disability Equality Duty (DED), it is essential that aspects of school life are monitored to identify whether there is an adverse impact on pupils with disabilities, such as:

- Achievement of pupils by disability
- Disabled staff (including numbers, type of disability and satisfaction rates in staff surveys etc)

(Schools have additional implications as a service provider to make their buildings accessible **where possible**, when they hire out rooms or parts of the building).

MISSION STATEMENT

Ethos of Savio Salesian College: Vision and Values

As a Salesian School, Savio Salesian College is part of a community of 3200 Salesian schools operating in 130 countries. We strive to keep alive the charisma of St John Bosco, and his belief in the goodness of God. We endeavour to give our pupils what they need for life. We actively work to ensure that our pupils understand the goodness and love of God. Savio Salesian College is a fully inclusive school which aims to give every student the opportunity to access a full and broad curriculum and feel valued and included within the school community. Despite the difficulties associated with an older building, we aim to make all adjustments possible to support full access for pupils and staff. We are committed to actively promoting equal opportunities with all staff and pupils.

AIMS

- **To recognise, nurture and celebrate the unique gifts, dignity and potential of each individual, through an education which is concerned with the whole person: spiritually, aesthetically, vocationally, physically and academically.**
- **To foster a strong sense of community by:**
 - Generosity of spirit;**
 - Sensitivity and tolerance;**
 - Forgiveness and compassion.**

OBJECTIVES

- To ensure that all college policies and documents are rooted in these aims
- To ensure that each pupil leaves Savio Salesian College with a positive self-image
- To provide a curriculum and teaching strategies which acknowledge and respond to the needs of all
- To create a welcoming, safe, attractive environment
- To promote an awareness of equal opportunities, social justice, peace and global issues
- To strengthen the partnership of staff and pupils with parents/carers, governors, parishes, and local community, united in a common purpose.

Information from pupil data and school audit

The following information has been gathered from Savio Salesian College's pupil data and School Audit. The school has used this information to inform its planning to provide better access for all of its pupils over the next three years.

The definition of disability under the law is a wide one. A disabled person includes:

- physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- a person has been disabled in the past (for example, cancer recoverers, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Within our present school population, we have pupils with a variety of needs. These include pupils with formal assessments and medical conditions. At present we have pupils with the following needs:

- pupils with cognitive and learning difficulties including, dyslexia and dyscalculia.
- pupils with communication and interaction difficulties including Autism Spectrum Disorder or speech impairment.
- pupils with sensory impairments (visual and auditory) or medical and physical needs (including pupils with difficulties with mobility, medical conditions such as diabetes, asthma or seizures).
- pupils with social, emotional and mental health concerns

Views of those consulted during the development of the plan

Parent/carers have been asked to give their opinions and information on their child's needs, and key pupils have been asked for their opinion on how their need is catered for. Medical and outside agencies have also been consulted. All of this information has led to this plan.

The main priorities of the School's Plan

Increasing the extent to which disabled people can participate in the school curriculum

The school will make reasonable adjustments to meet people's needs in the following areas over the next three years:

- Teaching and learning
- Maintain and repair the new school site.
- Classroom organisation
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- School sports
- Interaction with peers

- Assessment and examination arrangements
- Arrangements for working with other agencies
- Preparation for transition
- Hiring transport
- Communication with parents/ carers

Teachers **will make reasonable adjustments** to adapt their teaching approaches, to remove barriers to learning.

Staff training will take place as needed.

Management, Coordination and Implementation

The actions that Savio Salesian College has decided to carry out following the audit are covered in the enclosed Access Plan, which shows the short, medium and long term targets to make reasonable adjustments over the next three years.

Using this plan, the school will seek further guidance from the Local Authority in relation to best practice approaches to the monitoring of the Accessibility Plan.

The Senior Management Team will establish:

- Clear criteria for monitoring and development of the Accessibility Plan
- Undertake further self review of the plan annually in light of updated LA Guidance.
- Establish INSET priorities for relevant staff
- Include in reports to Governors, progress on the Accessibility Plan development.
- Report annually to the Governing Body on:

Development of implementation

Examples of good practice

Guidance from physical environment survey, pupil data and school audit

Copies of this plan can be obtained in the following way:

A hard copy can be obtained on request – telephone 0151 521 3088

A copy can be downloaded from the school website – www.saviosalesiancollege.com