

## ACCESSIBILITY PLAN STEPHENSON STUDIO SCHOOL

1. This Accessibility Plan has been drawn up in consultation with the Governors, students, parents, staff and councillors of the School and covers the period from September 2015 – September 2018.

2. We are committed to providing a fully accessible environment which values and includes all students, 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.

3. Stephenson Studio School plan, over time, to increase the accessibility of provision for all students, staff and visitors to our school. Accessibility Plans contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access education.
- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in enrichment, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the **access to information** to students, staff, parents and visitors with disabilities. This will include hand-outs, timetables, textbooks and information about the school and its events. The information will be made available in various preferred formats within a reasonable time frame.

4. Attached are Action Plans, relating to these key aspects of accessibility. The plans will be reviewed and adjusted on an annual basis. New Action Plans will be produced every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff trustees and Governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- SEND and Disability Policy
- Admissions Policy
- Pupil Behaviour and Exclusions Policy
- Equality for Pupils Policy
- Safeguarding and Pupil Welfare Policy
- School Improvement Plans
- School Brochures

7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Health & Safety Manager. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.
8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
9. The school website will make reference to this Accessibility Plan.
10. The school's complaints procedure covers the Accessibility Plan.
11. Information about our Accessibility Plan will be published in each School's Annual Report to Parents (statutory).
12. The School will work in partnership with all stakeholders in developing and implementing this plan.
14. The Plan will be monitored by Ofsted as part of their inspection cycle.

## Stephenson Studio School Accessibility Plan – Improving Curriculum Access

### Equal Opportunities practices should be evident in

- the formal curriculum (the programme of lessons);
- the informal curriculum (extra-curricular activities);
- the 'hidden' curriculum (the ethos of the school, the quality of personal relationships etc).

Item	Activity	Timescale	Cost £ £
Access to written information for students with Dyslexia	Upskill LSA to support teaching staff and prepare resources for students diagnosed with dyslexia and students at risk, with dyslexic traits	July 2017	TBC
Access to written information for students with Dyslexia /EAL students/ MLD students and ASD	Continued support from Autism Outreach	From 2016	TBC
Ensure CPD Training Plan covers the full range of disabilities repreSENDted in the school	Provide training sessions for all appropriate staff Utilise college dyslexia specialist. Utilise expertise from external agencies to individualise the support including Autism Outreach, Behaviour Support, ADHD Solutions and Educational Psychologists. This is cascaded through all staff.	On-going from Sept 2016	TBC
Increase access to all school trips and extra-curricular activities for all disabled pupils	Full LSA support available	Ongoing	Nil
Access to the curriculum for Hearing impaired	Whole School CPD Live speakers where if required Repetition of instructions Reference to EHCP where possible LSA support Whole school awareness	Sept 2016	Nil
To offer additional time / readers / scribes to students with SEND to improve outcomes	Through diagnostic screening using approved screening tests. Apply for Access Arrangements for examinations and Controlled Assessments and approve with JCQ.	Ongoing, focus on new Year 10 cohort	TBC for Access Arrangement funding
To ensure a clear literacy intervention programme is in place for year 10 and continued literacy intervention where required for year 11.	Reduce class size and increase setting for year 11 with a C group Literacy assessments to feed in to interventions	Sept 2016	Approx. £100
Increased use of personalised intervention	Ensure courses are suitable for students Evaluate HT1 data for year 10 and year 11	Sept 2016	Nil

timetables.	Different pathways available for students, a vocational dominant offer for some students with SEND Personalised intervention from Personal Coaching sessions		
SENDCO, Deputy Headteacher and Headteacher to be familiar with the new SEND Code of Practice and statutory requirements, and to disseminate widely.	Updated SEND Code of Practice is available Requirements gleaned from SENDCO networking	Ongoing	Nil
Internal CPD to focus on outstanding teaching and Inclusion	Upskilling staff and LSAs on specific SEND needs to acquire full inclusion and ensuring progress	July 2017	TBC from course providers and SEND agencies
Ongoing LSA CPD to increase skills base	SENDCO briefings Weekly SEN meetings Internal CPD	July 2017	TBC from course providers and SEND agencies
SENDCO/SLT to research good practice both nationally and internationally to develop a sustainable curriculum which is exciting and relevant to students with SEND.	NA SEND research from SENDCO SENDCO networking	July 2016-18	Nil
Students with SEND have an appropriate and up to date curriculum to support and improve their learning and life chances.	Support from personal coaches and outside agencies on appropriate careers guidance.	July 2016-18	

## Stephenson Studio School Accessibility Plan – Improving access to information

Item	Activity	Timescale	Cost
Improve access to all written information for parents with Learning Difficulties/visual impairments.	Brochures/newsletters/school website are checked for accessibility at a low level of literacy Information available via website/next messaging/post Verbal contact by telephone or in person	By July 2017	Nil
Ensure access to curriculum texts for students with visual impairment	Ensure access to curriculum texts for students with visual impairment	When required	When required
Improve access to all written information for students and parents with visual impairment.	Review documentation with a view of ensuring accessibility for students with visual impairment when required Seek advice from Sensory Team on alternative formats and use of IT software to produce customized materials when required Verbal contact for parents by telephone and in person	July 2018 (When required for students)	Nil
Improve access to all written information for students with communication difficulties e.g. ASD	Explore software for generating visual timetables etc e.g. WIDGET Use of LSA Visual prompts using RAG system when required	From 2016	TBC
Improve audio communication for students with hearing impairments	Specialist support and advice from HSS when required Response and advice from EHCPs Live speakers when needed Staff CPD Continued dialogue with parents	From Sept 2016	Nil

**Access Audit to the School**

Ref No.	Building	Findings	Action to be taken	Time Scale H - Immediately M - 3 months L - part of development plan	Responsible person	Action Completed
1.	Main Gates	Access to the site via the main gates. The site is accessible via a designated roadway. There are 2 pedestrian crossings with dropped kerbs.	NONE	-----	-----	-----
2.	Main Entrance	Access is through the Studio School main entrance which comprises of an automatic outer door, the inner door is controlled by the school reception staff. There is good access for persons with mobility problems	NONE	-----	-----	-----
3.	Disabled Parking	There are 13 designated disabled parking bays. These bays are accessible to staff, students & visitors	NONE	-----	-----	-----
4.	Reception	Access to the school is via a main entrance which has an automatic door leading to an internal door which is controlled by the schools receptionist. Internal doors into the school are controlled by finger print system	NONE	-----	-----	-----

		which will gain staff or pupils access to the school. All doors within the school are accessible by wheelchairs.				
5.	Toilets	There are male & female toilets available on the ground & first floor	NONE	-----	-----	-----
6.	Disabled toilets	Disabled toilets are situated on the ground floor and first floor. There are dedicated pupil disabled toilets.	NONE	-----	-----	-----
7.	Pupil toilets	There are both male and female toilets within the school	NONE	-----	-----	-----
8.	Bistro	The Bistro is situated on the ground floor which provides easy wheel chair access. There are dedicated meal/dinner times for the school.				
9.	All ground floor rooms	Rooms are set out by the teaching staff and are accessible by wheel chairs	In the event of disabled persons using the classrooms, consideration should be given to reconfiguration of the rooms to facilitate the disabled person's needs.	<b>L</b>	SENDCO Health & Safety Officer	
10.	All first floor rooms	Rooms are set out by the teaching staff and are accessible by wheel chairs	In the event of disabled persons using the classrooms, consideration should be given to reconfiguration of the rooms to facilitate the disabled	<b>L</b>	SENDCO Health & Safety Officer	

			person's needs.			
11.	Medical room	A dedicated medical room is available for the school. There is wheel chair access to the medical room.	NONE	-----	-----	-----
12.	MUGA pitch	Access to the pitch is to the rear of the building. There is a concrete ramp provided to allow access onto the playing area.	NONE	-----	-----	-----
13.	Stairwells	All stair wells are protected lobbies. If required there is a lift to access the first floor. In the event of emergency evacuation of the school, lifts cannot be used the Health and Safety Officer will put in place a Personal Evacuation Emergency Plan to ensure pupils, staff or visitors are evacuated safely from the building	NONE	-----	-----	-----
14.	Science labs	The science labs are situated on the first floor access is via stairs or the lift. Within the lab there are lower workstations which would enable wheelchair users to carry out task associated with science lessons.	NONE	-----	-----	-----



## Monitoring of Progress

We already maintain a profile of SEND pupils on our provision map and use this to evaluate our strengths and weaknesses in addressing their need on a regular basis. Evaluation of this will be based on:

- Attendance data
- Behaviour/reward data
- Academic Tracking including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Work placements
- Parental evaluation will be sought via Target Setting days, Annual Review contributions and IEP/EHCP feedback.

CPD will be linked into training need as identified from audits of staff needs via Appraisal, SEND lesson sampling and monitoring of use of IEP/EHCP.

Work Already Undertaken:

Existing staff have undertaken CPD on the above with input from Autism Outreach Team, ADHD Solutions and the Educational Psychologist. An ongoing induction programme is now in place for new teaching staff, support staff and newly qualified teaching staff coming into the school as well as on going refresher CPD for current staff throughout the academic year. Delivery of this lies within the SEND Department remit of the School Improvement Plan.

Where appropriate, staff are encouraged to attend CPD courses, often in – house and delivered by the SENDCO and SEND team.

- LSAs have been trained to support pupils access to the curriculum with different LSAs having strengths in different areas of need after receiving specific CPD and visits to a special school.
- Exam concessions are coordinated by the SEND department to allow pupils maximum access to all examinations.
- The ability of SEND pupils to access the curriculum is embodied in the SEND Department. This is done via Learning Walks and Work Scrutiny, Annual Reviews and IEP targets being met, referring to written reports, exam results and the monitoring of half termly progress and attitude to learning grades. Where problems arise with access the SEND department pursues this with teaching staff.

Examination concessions are recommended by the SEND department, teaching staff and instigated by SEND staff, in liaison with the examinations officer (EO). The EO will also arrange physical accessibility access to examinations, where required.

All SEND pupils' needs are made known to staff via IEPs, SEN register and regular updates cascading to all staff.

Help and advice sheets from the SENDCO/SEND staff are available for staff.

### Planning process

Input to the Accessibility Plan will be from the SEND Governor, who will be responsible for reviewing it annually with the SENDCO and reporting back to the board of trustees

- School SEF to review it annually.

- The school will maintain a three year Accessibility Plan Grid covering curriculum, physical and written accessibility.
- Physical access to the school and the environment of the school is planned through the lease agreement review with the sponsor college.
- The SENDCO, Headteacher and Link Governor will ensure that compliance is ongoing.

Access to the Accessibility Plan

The plan will be available via:

- The school's website, or in hard copy upon request.
- Attached to the Prospectus on request.
- To high school pupils prior to Year 9-Year 10 transfer on request