

Monkseaton Middle School Accessibility Plan: 2016 – 2019

Introduction

The SEN and Disability Act 2010 extended the Disability Discrimination Act 1995 (DDA) to over education. Monkseaton Middle School has three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to ensure access to education for disabled pupils.

This plan sets out the proposals of Monkseaton Middle School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for pupils with a disability

Eg. Expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

2. Improve access to the physical environment of the school, adding specialist facilities as necessary

Eg. This covers improvements to the physical environment of the school and physical aids to access education.

3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This plan has been written by the Deputy Head Teacher / SENDCo in consultation with staff, governors and other stakeholders.

Date of Plan: October 2016

To be annually reviewed.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability 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 carry out normal day to day activities.'

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health Issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia.

Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

The purpose and direction of the school's plan: vision and values

At Monkseaton Middle School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We believe that everyone should be happy, safe and ambitious to reach their learning potential. We provide a fun; engaging and stimulating curriculum that ensures all pupils have the opportunity to do their best. We encourage resilience, collaboration, curiosity and self-worth, providing everyone with the skills they need to fulfil their dreams.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities.

At October 2016:

- asthma
- eczema
- hearing impairment
- rare genetic syndromes
- allergies – including those requiring Epi-Pens

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan

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

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

ACCESSIBILITY ACTION PLAN 2016 – 2019

Access to the Curriculum

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Increase confidence of all staff in differentiating the curriculum	Assess staff training needs on curriculum access - Assign CPD for differentiation and recording methods	Raised staff confidence in strategies for differentiation and increased pupil participation	DHT / SENCo AHT T & L	On-going and as required October 2017 October 2018 October 2019
Ensure classroom support staff have specific training on disability issues	Through HLTA / LSA meetings & training Update on Dyslexia Update on how to support students with EHCP / SSEN	Support staff are highly aware of and supportive of pupils needs Pupils well supported in lessons and interventions	DHT / SENCo AHT T & L	On-going and as required Also review annually October 2017 October 2018 October 2019
Use ICT software to support learning	Review needs of learners to consider whether any new software are required to support access to curriculum Consider this in Data EHCP / SSEN Review meetings and SEND Support plan reviews	ICT used where necessary – Clicker, recording devices (voice/visual) etc Pupils can access curriculum fully	DHT / SENCO HLTA / LSA Team AHT T & L	On-going and as required Also review annually October 2017 October 2018 October 2019 Data review meetings
All educational visits to be accessible to all	Teachers of pupils with disabilities to plan for access to educational visits. Use LA guidance for planning accessible trips when finalised.	All pupils with disabilities access school trips successfully	SENCO HLTA / LSA	On-going and as required Also review annually October 2017 October 2018 October 2019

Physical Environment

Monkseaton Middle School is housed in a purpose built school building. It provides wheelchair access to the main entrance, all Key Stage / Year group entrances, internal doors set at width to accommodate wheelchairs, ramp access to all levels and a disabled toilet is available.

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Reception area to be fully accessible to wheelchair users and others with mobility issues	Building work to reposition doorway and reception desk to ensure fully accessible	Entrance to school is fully accessible	SENDCo SBM	September 2017

Delivery of information

Target	Actions to achieve target	Success Criteria	Lead person	Review Date
Ensure that information on the website can be enlarged and statement on the website if anyone requires information in another format	Speak to the website team to check and place wording on the website if not already there and obvious. New website developed for Sept 2017	Stakeholders will know that if necessary, information can be presented to them in alternative formats.	SENDCo IK (MHS)	September 2017

