



Mount Tamar
Aspire - Adventure - Achieve

Mount Tamar School

Accessibility Plan

Version Control

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Document Name	Meeting Submitted	Summary of Changes	Date for next Review
Accessibility Plan	V1 Agreed at Governors October 15	New Policy	Tri-Annual – Autumn 2018
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Contents

Contents	2
Document Purpose	3
Audience	3
Definition of Disability	3
Key Objective	3
Principles	4
Achieving the Objectives	4
Accessibility Plan- Identifying Barriers to Access	6
Accessibility Plan- Key Recommendations	13
Access Plan - Physical Access	14
Access Plan - Curriculum Access	15
Access Plan - Information Access	16

Document Purpose

This policy reflects the values and philosophy of Mount Tamar School School in relation to Accessibility. It sets out a framework within which teaching and non-teaching staff can operate. This policy is drawn up in accordance with the Disability Discrimination Act, as amended by the SEND and Disability Act (SENDDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DCSF.

Mount Tamar School provides for pupils with SEBD and as a 'special school' focuses its resources to ensure equality of access for all pupils regardless of disability with individual needs assessed and resourced in order to ensure developmental progression in all areas.

Audience

This policy, having been preSENDted to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff
- Therapy Team

A copy of the policy is available in:

- The School Office
- This is available for:
 - School governors
 - External Professionals
 - OFSTED
 - Parents
 - Visiting teachers
 - Other interested adults (social and psychological services etc)

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."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full

participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDDA)
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum, including:-

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Achieving the Objectives

This section outlines the main activities, which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

a) Education & related activities

The school will continue to seek and follow the advice of LA services, and other external professionals that can support the school to ensure equality of access and developmental achievement commensurate with their potential ability.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and SENDsory impairments when planning and undertaking future

improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities, services and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Accessibility Plan- Identifying Barriers to Access

Organisational	Completed
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? (As part of a developmental programme differentiated to meet individual need)	√
Preparation for entry into school. (Admissions Policy)	√
Grouping of pupils (by ability and social group with differentiated lesson plans in place plus individual support e.g. reading as relevant)	√
Homework policy and practice	√
School discipline and sanctions (reference Behaviour Policy)	√
Exclusion procedures (reference Exclusions Policy.)	√
School clubs and activities (full access to all pupils)	√
School trips (full access with curriculum access statements and risk assessment in place)	√
The school's arrangements for working with other (EHC's, CAMHS clinics, Attendance and Behaviour Management policies e.t.c.)	√

Attitudinal	Completed	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? (<i>Training is needs led and represented in school development plan. Risk Assessments and Performance management also guide training</i>)	√	
Do staff recognise and allow for the mental effort expended by some SEND pupils, for example using communication cards? (<i>Individual developmental progression identified in lesson plan e.g. Teaching strategies and resources. IEPs</i>)	√	
Do staff recognise and allow for the additional time required by some SEND pupils to use equipment in practical work? (<i>As above</i>)	√	
Are there high expectations of all pupils? (<i>All pupils are baselined with SMART targets set for the pupil to achieve within their zone of potential development, also reference e.g. Work Related Learning and Whole Curriculum policy</i>)	√	
Do staff seek to remove all barriers to learning and participation? (<i>reference Equal Opportunities Policy</i>)	√	
Access to the curriculum. (<i>As above with differentiation if necessary, reference curriculum access statements</i>)	√	
School policies, e.g. anti-bullying, SEND policies, health and safety. (<i>All in place with review</i>)	√	
Interaction with peers. (<i>Part of developmental criteria in IEP's and evidenced in Pupil files</i>)	√	

Physical access	Completed	Pro
Are your classrooms optimally organised for SEND pupils? (Resources component in scheme of work and lesson plan)		
Does the size and layout of areas – including all academic, sporting, play, social facilities: classrooms, canteen, library, gym and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? (Single storey building with e.g. disabled toilets and special features - issues - external of the school building and holdbacks on internal doors)		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? (Issue-internal double doors)		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? (signage established but parking needs upgrading, in discussion with PCC)		√
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disabilities; including alarms with both visual and auditory components?	√	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy? (Any issues dealt with through Statement of SEND)	√	

Are areas to which pupils should have access well lit? (All areas lit)	√	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment? (small class sizes, rugs etc)		Some class aco agre our
Is furniture and equipment selected, adjusted and located appropriately? (as a Special school all resources are provided and organised to reflect whole school need)	√	
Access to school facilities. (equality for opportunity approaches reference Equal Opportunity policy)	√	
Activities to support the curriculum, e.g. drama group visiting school.	√	
School sports. (out of school provision available and identified in PE curriculum programme)	√	
How the school deals with emergency procedures. (Regular documented checks and practice e.g. fire drill also Staff Handbook, Caretaker checks, Health and Safety policy)	√	
Breaks and lunchtimes. (Whole school SEND policy with staff supported system including rotas)	√	
The serving of school meals. (Own kitchens with provision for special dietary requirements)	√	

Curriculum Access	Completed
Do lessons provide opportunities for all pupils to achieve? (<i>Differentiated Lesson Plans with linked IEP's</i>)	√
Are lessons responsive to pupil diversity? (<i>as above</i>)	√
Do lessons involve work to be done by individuals, pairs, groups and the whole class? (<i>reference teaching and learning policy</i>)	√
Are all pupils encouraged to take part in music, drama and physical activities? (<i>see curriculum rolling programmes re-broad and balanced curriculum entitlement</i>)	√
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? (<i>Individual differentiated programmes</i>)	√
Do you provide access to computer technology appropriate for students with disabilities? (<i>as identified in statement for SEND and repreSENDted in lesson planning formats</i>)	√
Teaching and learning. (<i>reference Teaching and Learning policy</i>)	√
Classroom organisation. (<i>Individually assessed and repreSENDted in lesson plan</i>)	√
Timetabling. (<i>reference Equal Opportunities policy and Statutory guidance</i>)	√
Assessment and exam arrangements. (<i>Academic, vocational and occupational routes available</i>)	√
Preparation of pupils for the next phase of education. (<i>Work related learning Transition reviews and Connexions access</i>)	√

Information Access	Completed
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? <i>(Individual education plans would identify strategies and resources to meet need)</i>	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, screen projections and describing diagrams? <i>(As above)</i>	√
Do you have the facilities such as ICT to produce written information in different formats? <i>(specialist ICT facility with 'in class' and staff room hardware available)</i>	√
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? <i>(professional development programme with support from ICT co-ordinator and therapists)</i>	√
School announcements. <i>(notice boards, newsletters and emails)</i>	√
Access to information. <i>(School Parliament and through schools planned Information systems as above)</i>	√

Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
Physical Access	
Curriculum Access	
Information Access	

Access Plan - Physical Access

Time scale	Targets	Activities	Outcome	By when	
Short Term					
Medium Term					
Long Term					

Access Plan - Curriculum Access

Time scale	Targets	Activities	Outcome	By when	
Short Term					
Medium Term					
Long Term					

Access Plan - Information Access

Time scale	Targets	Activities	Outcome	By when	
Short Term					
Medium Term					
Long Term					