Accessibility Plan The Ruth Gorse Academy

Designated Teacher:	Principal/ Director of Inclusion
Reviewed by:	Governors Policy Committee
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Accessibility Plan – Name

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Date of Policy Creation	30/08/17	Author	Mrs J Holden Assistant Principal
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Date of next Policy Review	3 Years*	Responsibility	All/as above

* To be reviewed every three years or subject to any building/ curriculum or statutory amendments

1. PRINCIPLES

1.1. We are committed to the inclusion of all students. Every individual is valued and their achievements celebrated.

1.2. We support the entitlement of all students to a broad and balanced curriculum.

1.3. Each student is helped to achieve their maximum potential by identifying and meeting their needs and by overcoming potential barriers to learning.

1.4. This plan sets out the proposals of how The Ruth Gorse Academy will seek to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discriminations Act, 2010 (DDA):

- increasing the extent to which disabled students can participate in the Academy curriculum;

- improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services;

- improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

2. LEGISLATION

2.1. This Policy takes account of:

- Special Educational Needs Code of Practice 2014

- Children's and Families Act 2014

- The Special Educational Needs and Disability Act (SENDA) 2001

- Education Act 2002, Education Act 2011

- Education (Special Educational Needs Coordinators) (England) Regulations 2014

- The Equalities Act 2010

- Keeping Children Safe in Education, July 2015

2.2. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

a) not to treat disabled students less favorably for a reason related to their disability;

b) to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;

c) to plan to increase access to education for disabled students.

3. ASSOCIATED POLICIES

3.1. This Policy should be read in conjunction with the following Trust Policies:

- Academy Admissions Policy

- Complaints

- Educational Visits

- Equality Policy (Students)

- Examinations Procedures

- First Aid

- Health and Safety

- Managing and Administering Prescribed Medications

- Positive Discipline

- Personal, Social Citizenship and Economic Education (PSHCEE)

- Special Educational Needs and Diasbility (SEND)

- Spiritual, Moral, Social and Cultural Development (SMSC)

- Teaching and Learning

4.   POLICY DEFINITIONS

4.1.   Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

4.1.1   Children have a learning difficulty if they:
   a) have a significantly greater difficulty in learning than the majority of children of the same age; or

   b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

   c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

4.1.2   Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

4.1.3   Special educational provision means:

   a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

   b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

4.1.4   A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

See Chapter 1, Section 6, Equalities Act 2010

5.   THE RUTH GORSE ACADEMY CONTEXT

5.1.   The Ruth Gorse Academy is an expanding secondary provision, currently located on Black Bull Street on the periphery of Leeds City Centre. In September 2016 the Academy moved to a new permanent site in a new purpose made building with accessibility in mind for students and staff with mobility difficulties and physical needs. There are currently 537 students on roll; 105 in Year 9, 190 in Year 8 and 252 in Year 7. This will expand to a further group of Year 7 students as the Academy expands to four year groups in the academic year 2017-18.

5.1.1   The Academy is located on Black Bull Street LS10 1HW.

5.1.2   Accessibility to the Academy is by public or private transport, including local authority transportation and taxis.

6.   ACCESS TO THE CURRICULUM

6.1.   The Ruth Gorse Academy will seek to increase the extent to which students can access the curriculum by:

- Providing a thorough student induction process, linking closely with feeder schools and external services to support and accommodate the needs of students;

- Ensure all staff adhere to Trust Policies regarding personalisation within the classroom and the continued review of Individual Learning Plans;

- Ensuring all students with SEND are appropriately accommodated during the completion of examination and assessments, for example, the provision of additional time, the provision of a scribe or a laptop etc;

- Ensure enrichment activities are as inclusive as possible and plans for educational visits take into account individual student needs.

6.2   In order to make continuous improvements for students, The Ruth Gorse Academy will:

- Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments, for example, issuing a lift key or re-rooming classes etc;

- Scrutiny of data of SEND students after every assessment point and the sharing of findings at Senior Leadership Team (SLT) level, followed by implementation of intervention strategies (where appropriate);

- To further investigate avenues for supporting students with SEND external to the the Academy;

- Provide a suitable transition process to provisions outside of The Ruth Gorse Academy, for example college, apprenticeship or other specialist SEND provision;

- Local Governing Body meetings to consider the progress and performance, finance and provision for students with SEND.

7.   ACCESS TO PASTORAL SUPPORT

7.1.   The Ruth Gorse Academy will provide a bespoke pastoral structure for all its students.

7.2.   The Assistant Principal will be the SLT Lead for the Pastoral strand within the Academy

7.3.   Students will be assigned a house structure for internal Academy competition and student identity and students will be nominated to be ambassadors for the student body.

7.4.   Students may work with a Learning Support Manager, Higher Level Teaching Assistant (HLTA) or a Learning Mentor as necessary to provide 1:1 support and challenge both in relation to their personal and academic life.

7.5.   The Ruth Gorse Academy will ensure that students with an Education, Health and Care Plan (EHCP) receive the provision to which they are entitled and that all staff are aware of those students' needs.

7.6.   In order to make continuous improvements for students The Ruth Gorse Academy will:

- Ensure all staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities;

- Provide quarterly reviews of performance data with specific reference to the performance outcomes of SEND students, Children who are Looked After (CLA) students etc;

- Ensure there are timely reviews of Individual student risk assessments and any issues are appropriately investigated in a timely manner;

8.   SITE ACCESSIBILITY

8.1.   The Ruth Gorse Academy has in place full disabled access to all its facilities, including wide corridors, a lift and disabled changing facilities and toilets. The Academy will ensure that such access is maintained in the development of additional teaching and recreational spaces.

8.2.   Designated parking for Blue Badge Holders is available in the Academy car park area for visitors, staff and parents/carers.

8.3.   The Ruth Gorse Academy will continue to take into account the needs of its students, staff and visitors when planning and undertaking future site developments, for example, improvements to access, facilities, lighting, acoustics and colour schemes

8.4.   In order to make continuous improvements for students, The Ruth Gorse Academy will:

- Conduct an annual review of incidents reported via School Asset Manager (SAM) regarding required site improvements, incidents and near misses, and also essential maintenance works;

- Provide quarterly reviews to the Local Governing Body regarding Estates and Safety matters;

- Ensure that all areas have a full and in date Risk Assessment and that a dynamic risk assessment is carried out at the very least when conducting ad hoc works;

- Ensuring all students receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency;
- Ensure compliance with the Trust Managing and Administering Prescribed Medications Policy.

9. ACCESS TO INFORMATION

9.1. The Ruth Gorse Academy will provide access to information and performance updates in a variety of ways including:

- The Ruth Gorse Academy website
- Open Days and parents/carers open events
- Parent/Carer evenings/meetings
- Meetings with parents/ carers
- SEND review processes
- ENGAGE evenings
- Celebration events

9.2. In order to make continuous improvements for students, The Ruth Gorse Academy will:

- Produce all Academy literature in the correct size font and on the appropriate colour background to assist visually impaired students;
- Investigate alternative ways of providing access to information, software and activities;
- Investigate ways of communicating with SEND parents/carers and other adult users of the site;
- Make full use of external providers of support including those provides through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required;
- Seek to use text alerts notifications to communicate with parents/carers.

10. CONSULTATION

10.1. All sections of The Ruth Gorse Academy community will be included in the development of this accessibility plan.

- Parents/Carers
- SENDCo

- SEND Co-ordinator

- Staff

- Students

10.2. Feeder primary schools will be contacted to assist with the planning and information gathering of incoming Year 6 students and those entering the Academy throughout the academic year.

10.3. All students with an EHCP will have an annual review where students and parents/carers are consulted about the provision they are offered and are able to contribute to an evaluative commentary.

11. MONITORING AND REVIEW

11.1. The Accessibility Action Plan will be monitored at each Local Governing Body Annual General Meeting (AGM) meeting.

11.2. This policy will be reviewed every three years by the Governors Policy Committee.

12. PROFESSIONAL CONFIDENTIALITY

12.1. Confidentiality is an issue which needs to be understood by all those working with students, particularly in the context of Safeguarding. The Academy recognises that the only purpose of confidentiality in this respect is to benefit the student.

Annex A - The Ruth Gorse Academy Accessibility Plan 2015-2018

Access to the curriculum					
Priority	**Objective**	**Action**	**Outcome**	**Timescale**	**Responsibility**
Medium Term	Monitor and review those areas of the curriculum which are normally difficult for SEND students to access and make all required reasonable adjustments, for example, issuing a lift proximity card or re-rooming classes etc.	Ensure staff aware of difficulties facing pupils in Personalisation Briefings, held every Tuesday for staff. Passports reviewed three times per year with students and parents/carers or when any changes need to be made and shared with staff.	Reasonable adjustment made for SEND students in areas of the curriculum which are normally difficult for SEND students to access.	Ongoing, when a new student enters Academy. Ongoing for students identified on the SEND register.	Assistant Principal for SEND.
Long Term	Scrutiny of data of SEND attendance data at Senior Leadership Team level to ensure that students with SEND have support to remove barriers to learning.	Attendance improvement officer to report to Assistant Principal for SEND any concerns with regards to SEND attendance. A rolling attendance log will be kept to ensure that all attendance is monitored and that SLT are aware of persistent concerns.	All SEND students will attend the Academy and engage in lessons. Where this is not possible or there are barriers to learning the attendance improvement officer will help to support the family and student.	Ongoing support and intervention.	Assistant Principal for SEND. Attendance Improvement Officer and Assistant Principal for attendance.
Long Term	Scrutiny of data of SEND students after every assessment point and the sharing of findings at Senior Leadership Team level, followed by implementation of intervention strategies (where appropriate)	Assessment Point Data to be provided to Assistant Principal for SEND to ensure that SEND performance is in line with others and intervention strategies assessed and reviewed as required for students who need additional support to make progress.	Close the gap between progress of SEND and others in key indicators, to ensure all students make expected progress.	To be reviewed at each Assessment Point	Assistant Principal for SEND and Assistant Principal for Assessment.

Short Term	To further investigate avenues for supporting students with SEND	Continuous Professional Development (CPD) opportunities to be sought by Assistant Principal for SEND, Learning Support Manager and HLTA. **Agency involvement:** SENiT team School nursing Child and Adolescent Mental Health Services Health and Safety Team Deaf and Hearing impaired team Speech and Language therapist Educational Psychologist Cluster: Support and Guidance for Social Emotional and Behavioural support for: Family Engagement/Parenting, Individual counselling, Family Group Conference Children's Social Work Services Fortnightly personalisation briefings and emails to make staff aware of student need and strategies to support students.	SEND students are supported and all staff have the knowledge and experience to provide personalised support for students through Quality First Teaching.	Ongoing support, training and intervention for staff and students.	Assistant Principal for SEND.
Long Term	Provide a suitable transition process for SEND students	Assistant Principal to work with SLT and Year 7 Head of Year to ensure a smooth transition from primary school. Visits to primary schools, meetings with primary SENDCO, transition	A confident and smooth transition to the Academy from primary school. Ongoing transition support at the start of the Academic year and for in – year	All year.	Assistant Principal for SEND.

		visits, additional support visits to Academy, orientation etc.	transfers. Close links with primary schools to ensure smooth transition of information.		
Long Term	Local Governing Body meetings to consider the progress and performance, finance and provision for students with SEND.	Governing Body to review performance, finance and provision data.	Performance and provision considered at a Governors' level.	Ongoing	Assistant Principal for SEND. Principal, SEND Governor and Governors

Access to Pastoral Support					
Priority	**Task**	**Strategy**	**Outcome**	**Timescale**	**Responsibility**
Long Term	Ensure all staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities.	CPD opportunities to be sought to ensure all staff are able to meet the requirements of all students. Learning mentors are Early Help and child protection trained. Learning mentors have access to additional training related to specialist areas, for example, domestic abuse, autism, self-harm etc. Learning Support Manager and HLTA designate has access to HLTA training and further training. Support member of staff work in partnership with Trust academies	Staff receive appropriate training and development to meet the needs of the students with whom they work, appropriate to their individual roles and responsibilities. All staff and knowledge and experience of supporting students with different categories of need and additional needs. The process is ongoing and reflective of the changing and developing needs of students at the Academy.	Ongoing	All staff including SLT and Assistant Principal for SEND.

		to share best practice and expertise. Attendance at Emotional, Health, Wellbeing and Safeguarding Binding group (The GORSE Academies Trust - TGAT). SENDCo attendance at SENDCo Binding Group meetings (TGAT) Assistant Principals attend Trust groups including teaching and learning, SMSC and SEND Ongoing CPD days to include pastoral support, safeguarding and SEND training			
Medium Term	Provide reviews of performance data with specific reference to the performance outcomes of SEND students and other key groups.	Positive Discipline data to be provided to Assistant Principal for SEND to ensure that SEND performance is in line with others and intervention strategies are assessed and reviewed as required to ensure that all students make progress. Quality assurance in pastoral support for all groups of students to ensure analysis and scrutiny of progress made though support, in attainment, attendance and effort. Scrutiny of books of SEND students and other groups.	Access to pastoral support of SEND students is equal to that of non-SEND students. Students who are identified as having 1:1 and group work needs are given support suitable for their need.	Termly or when needed. At assessment points and review for SEND students. When completing Pupil Passports.	Assistant Principal for SEND.

| M Term | Ensure there are timely reviews of Individual Student Risk Assessments (ISRA), Positive Handling Plans (PHP) and Health Care Plans (HCP)and any issues are appropriately investigated in a timely manner | Support plans and risk assessments to be reviewed at least half termly, or more frequently as the need arises | Support plans and risk assessments are reviewed frequently and remain appropriate to the need. This are amended in accordance with need and this is communicated with parents and carers. | Half termly or when needed | Assistant Principal for SEND. |

Site Access					
Priority	**Task**	**Strategy**	**Outcome**	**Timescale**	**Responsibility**
Long Term	Conduct an annual review of incidents reported via School Asset Manager (SAM) regarding required site improvements, incidents and near misses, and also essential maintenance works	Reports of incidents reviewed to inform requirements for site improvements and essential maintenance works completed.	Site is safe and free of potential hazards, to ensure accessibility for all students and staff.	Annual review	School Assett Manager/SLT
Long Term	Provide quarterly reviews to the Local Governing Body regarding Estates and Safety matters	Estates and Safety matters discussed at Governing Body Meeting	Estates and Safety matters reviewed quarterly.	Quarterly	Principal
Short to Medium Term	Ensure that all areas have a full and in date Risk Assessment and that a dynamic risk assessment is carried out at the very least	Risk assessments carried out of all areas of school, in particular more hazardous areas (Science labs, etc.), and all areas where staff and students are required to be off site (for music, drama, PE, library lessons, etc.)	Risk assessments are appropriate and up to date.	Ongoing	SLT/ All staff

Priority	Task	Strategy	Outcome	Timescale	Responsibility
	when conducting ad hoc works				
Short to Medium Term	Ensuring all students receive a Personal Emergency Evacuation Plan (PEEP) in order to safely evacuate a building in the case of an emergency	All students are drilled regularly on how to safely evacuate the building. Less mobile students and staff are aware of evacuation procedures that may differ from the norm. Students have allocated support staff at key times.	All students and staff are aware of any evacuation procedures that differ from the norm.	Ongoing	All staff/SLT/Principal
Short Term	Ensure compliance with the Trust Managing and Administering Prescribed Medications Policy	Student Services have a robust and safe system of storing and administering medication.	Compliance with the Trust Managing and Administering Prescribed Medications Policy	Ongoing	Principal

ACCESS TO INFORMATION					
Priority	**Task**	**Strategy**	**Outcome**	**Timescale**	**Responsibility**
Medium Term	Produce all learning materials in the correct size font and on the appropriate colour background to assist visually impaired students	Staff aware of any individual need for learning materials to be accessible to all students, including visually impaired students. Additional learning resources are provided as required, such learning materials: pencil grips, coloured overlays, writing slants, laptops. Advising teachers to use appropriate visual aids (colour/font sizes) on screens.	All learning materials are accessible to all students	Ongoing	Assistant Principal for SEND.
Medium to Long Term	Investigate alternative ways of providing access	Other methods or provision of information investigated according to need, this could be	All information, software and activities are accessible to all students	Ongoing	Assistant Principal for SEND.

	to information, software and activities	computers, use of kinaesthetic resources and aids.			
Medium to Long Term	Investigate ways of communicating with SEND parents/carers.	Other methods or provision of information used according to need. Text message, telephone calls, parental meetings and home visits for parents/carers with SEND or EAL/NtE needs. Consultation/ENGAGE evening for inclusion and pastoral support. Regular meetings and communication with parents of SEND students and all students. Regular review meetings.	All information and notifications are accessible to all users. All parents/carers feel that they have good communication with the Academy and staff.	Ongoing	All staff
Medium Term	Make full use of external providers of support including those provides through the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required	External providers are used when need arises and communication with external agencies is consistent.	All information and notifications are accessible to all users	Ongoing	IT Department SLT Principal All staff
Short Term	Seek to use text alerts/ notifications to communicate with specific user groups	Text alerts are used to provide notifications to user groups.	All information and notifications are accessible to all users	Ongoing	SLT