

STANBOROUGH SCHOOL

THE BOARD OF GOVERNORS' ACCESSIBILITY PLAN 2013 – 2016

Legal Status:

- Special Educational Needs and Disability Act (SENDA)
- Equality Act (2010) and The Public Sector Equality Duty (2011)

Stanborough School Strategy:

The Stanborough School strategy is to address and comply with the requirements of the Disability Discrimination Act 1995 and the Special Educational Needs and Disability Act (SENDA), as amended.

Availability:

This policy is made available to parents, staff on request from the School Office

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Board of Governors undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:
October 2014

Date: Reviewed 13th

Lorraine Dixon
Head teacher
Governors

Berton Samuel
Chair of

The Special Needs and Disability Act 2001 refers to disabled students in a wide sense, including those with special educational needs and those with learning difficulties and disabilities. The Act obliges us not to treat disabled students less favourably and to take reasonable steps to avoid putting disabled students at a substantial disadvantage in matters of admission and education. The three-year plan supplements our disability policy and is in three sections, covering the following areas:

- (a) The extent to which disabled students (including those with learning difficulties) can participate in the whole curriculum;
- (b) Making written information accessible in a range of different ways for disabled students, where it is provided in writing for students who are not disabled;
- (c) Proposed developments in physical access to education and associated services.

TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
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Appoint SENCO	Appointed for whole school and will liaise with reference to SEND.	KP	In-place	Done September 2012
Ensure English as an Additional Language (EAL) provision to allow all students to participate fully in language work at the start of Key Stage 3	All EAL students receive additional support.	DE	In-place	Done September 2012
Develop Assessment materials to monitor students with difficulties writing at speed	SENCO to consider appropriate resources for assessments.	KP/Subjects teachers	July 2016	Currently being work on by KP.
Review departmental methods of assessment and learning support provision.	Departmental methods of assessment and learning support provision will be reviewed by the SENCO to ensure consistency where practical	KP/Subjects teachers	July 2016	Currently being work on by KP.
Review project work in practical subjects (e.g. Art) to ensure students with difficulties are properly catered for.	Faculty Leaders will consider schemes of work to review accessibility to content within the lessons	FL	In place	Done Sept 2015
For students who require hearing aids the school will provide the teacher and student with a closed circuit relay device which makes the lesson more approachable by the student.	SENCO and Bursar to organise closed circuit relay devices as and if required.	KP & KA	No students currently in school who require hearing aids	No students currently in school who require hearing aids
Monitor provision for students with disabilities on all residential visits including day, week or overseas trips. The Educational Visits Coordinator (EVC) who is the Head teacher to keep up to date with current regulations and to check website 'learning outside the classroom / OEAP'; information on specific students including nut allergy sufferers, asthmatics and diabetes to be disseminated by senior first aider to trip organizers and	Blanket medical form which enables students to go on all educational trips throughout the year. Currently there is a space for special or medical needs on the 'School Visits' form. EpiPen training for staff. Review how is allergy info initially sought/received, coordinated, and who is in charge of keeping track.	LD	July 2015	July 2014

leaders; trip leaders to receive EpiPen training.				
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TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Provide level access to student entrance and ramped access to the external fire escape.	Bursar	KA	April 2015	Done (June 15)
Install disabled toilets	Bursar and Maintenance Manager	KA & DO	April 2015	Done (April 15)
Consider provision of viewing panels in all appropriate doors currently without these.	Fit view panels in all doors as appropriate - Bursar - KA	KA	October 2012	Done-July 2012
The SENCO, who is the Learning Support Co-ordinator to ensure students with learning difficulties (e.g. dyspraxics, dyslexics) receive extra time (e.g. ART club) to complete longer projects where appropriate and external examinations	SENCO to review procedures and ensure appropriate action is implemented	KP	June 2012	Sept 2012
Develop staff INSET programme to ensure all staff and teaching assistants are able to identify and teach students with learning difficulties.	Headteacher in collaboration SENCO to create a programme which can be delivered to support staff with teaching and learning for SEND students	LD	Ready for November 2014	Nov 2014
Consider providing suitable handrails to all stairs.	Bursar review at next Health and Safety Audit	KA	September 2012	July 2012
Increase learning support provision by additional sessions to offer differentiated group sessions for EAL students; screen students at start of Key Stage 3	Organise extra staff and resources to accommodate extra provision for EAL students and students with SEND Establish appropriate screening procedures for students entering Key Stage 3 to identify any issues regarding SEND.	DE/LM	By January 2013	July 2013
TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
FLs/subject teachers to disseminate information via departmental intranet sites and email where appropriate	AH for curriculum to advise	EH	January 2013	July 2013

Investigate alternative forms of written materials if visually impaired students are admitted.	SENCO to investigate Application form.	KP	July 2016	Incomplete. We do not have any pupil who is visually impaired.
TASK OR ISSUE	ACTION	LEAD	TIMEFRAME	STATUS
Identify alternative methods of data collection and recording e.g.mp3players/Dictaphones for students with disabilities	SENCO with EH for initial draft. Then Faculty Leaders and implementation through Schemes of work (Programmes of Study)	KP	July 2016	Incomplete.