



School Accessibility Plan

Stoke Damerel Community College

School Accessibility Plan

January 2023

This Accessibility Plan applies to Stoke Damerel Community College and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: Karen Merricks

This plan was approved by the Governing Body on: 18th January 2023

This plan is due for review by: January 2024.

Stoke Damerel Community College is part of the Greenshaw Learning Trust. The Greenshaw Learning Trust is a charitable company limited by guarantee, registered in England & Wales, company number 7633634, registered at Greenshaw Learning Trust, Grennell Road, Sutton, SM1 3DY.

Stoke Damerel Community College Accessibility Plan

Introduction

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

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:

“ 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”.

This plan sets out the proposals of the Governing Body of Stoke Damerel Community College to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Stoke Damerel Community College's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Stoke Damerel Community College

Stoke Damerel is a large mainstream secondary school with a multi-storey building that has been developed over the last seventy years. The majority of the build has two floors with some areas having three. Science and Maths have rooms on the second storey which are accessible by a lift in Science. Wheelchair users can access through the front entrance and can find the main facilities contained on the ground floor. There are accessible toilets throughout the college and doors around the college can be pinned back using smart door stops that release in case of a fire.

Stoke Damerel has a specialist support base for students with SEND, consisting of a teaching space, intervention base, student work spaces and a sensory room. Students with

Education health and Care Plans, or those with complex and overlapping needs can access the support base at any point during the day.

Stoke Damerel Community College's vision for disabled pupils:

Stoke Damerel Community College is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life our the school and benefit from the learning experiences we provide

Stoke Damerel Community College Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The action plan will be reviewed every three years and updated to take account of improvements made, future resource availability and changing needs of the target area.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)					
Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Develop and extend careers and preparation for working life to ensure no vulnerable students with are NEETs</i>	<i>The most vulnerable students are prioritised and have an appropriate pathway into further training, education and/or employment.</i>	<i>MJT</i>			
<i>Further increase representation of students with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc</i>	<i>Student body representation will reflect its diverse nature.</i>	<i>DXC</i>			
<i>Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact</i>	<i>Improved attainment and progress for SEND students</i>	<i>KLL</i>			
<i>To ensure that Individual Education Plans have been completed and reviewed three times a year for students with SEN and disability</i>	<i>Staff have the necessary information to fully support students to access the curriculum , ensuring adequate differentiation and application of reasonable adjustments</i>	<i>KLL</i>			
<i>Comprehensive CPD plan for SEND: Weekly whole staff briefing CPD training during twilights and staff only days</i>	<i>Staff knowledge of SEND and the strategies to support learners with SEND ensures students are making progress in their learning and the performance gap should narrow</i>	<i>NJS</i>			

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Ensure every subject has access to specialist equipment and furniture where necessary</i>	<i>No student has impaired access to learning as a result of a lack of equipment.</i>	<i>KLL</i>			
<i>Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards</i>	<i>No student is impacted by a lack of accessibility to the building and environment</i>	<i>NM</i>			

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
<i>Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required</i>	<i>Parents and pupils feel fully involved in the life of the school and can access important information</i>	<i>JL</i>			
<i>Ensure that DDA compliant signage is rolled out across the school</i>	<i>Signs are clear and understandable for the visually impaired.</i>	<i>DXC</i>			
<i>Input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of college.</i>	<i>College information is fully accessible</i>	<i>KLL</i>			

