

# Stoke Damerel Community College

## Accessibility Plan

**December 2021**

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 local 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 Executive Headteacher 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 Executive Headteacher should be consulted.

### **Approval and review:**

This plan is the responsibility of: [Simon Kelly](#)

This plan was approved by the Local Governing Body on: [1st December 2021](#)

This plan is due for review by: [December 2022](#)

## **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, the school has 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 plan to increase access to education for disabled pupils.

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

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

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)

#### **Name of School**

Stoke Damerel is a multi storey building built over the last 70 years. The majority of the build has two floors and there are some areas with 3 floors. The science and maths area have rooms on the second storey which are accessed by a lift in the Science block. Wheelchair users can access through the front entrance. The main facilities are all contained on the ground floor. There are accessible toilets throughout the college. Doors around the college can be pinned back using smart door stops that release in case of a fire.

#### **School's Vision:**

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special needs or disability. The school will actively seek to improve access to services and will maintain an action plan which sets out the steps the school will take to achieve this. 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 areas.

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

**A) INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM:**

OBJECTIVE	TIMEFRAME
To ensure that Individual Education Plans have been completed and reviewed three times a year for students with SEN and disability	On-going every term
Curriculum is differentiated and personalized for students. Reasonable adjustments are made to the curriculum, resources and environment as necessary.	On-going every term
Continued professional development focused on training teachers working with students with SEND.	Planned annually and ad hoc in response to need
Whole-school monitoring procedures ensure high quality teaching of SEND students	On-going as part of SEN Quality assurance
Target training for Teaching Assistants (TAs) to allow them to specialize in areas of student need.	On-going as part of SEN Quality assurance
Opportunities for students with disabilities to access extra-curricular learning, including visits and residential trips.	Planned annually and ad hoc in response to need

**B) IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES**

OBJECTIVE	TIMEFRAME
Access parking spaces provided .	
Risk assessments in place for all students with medical conditions and disabilities	Review annually
Review annually H & S issues identified and addressed	On-going
On-going Evacuation plans in place for all students and staff who require them.	Written when starting reviewed annually
Lift available for students to promote independence around the building	In situ and staff manual handling up to date
Staff trained to assist with personal care / toileting as required.	As per care plan

**C) IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION**

OBJECTIVE	TIMEFRAME
School policies reviewed to make sure wording is accessible.	Annually
Annual regular face-to-face meeting take place with families (Annual Reviews, Academic Parent Evenings, Meetings with SENCO / Keyworker)	Annual or termly depending on need
First Aider liaises with all families of students with disabilities	As required
As required regular input and observation from Speech and Language and Sensory support to ensure that students are fully included in all aspects of school.	Annually or more frequent if required