



Ludlow CE School

Accessibility Plan September 2017 -2020

This plan should be read in conjunction with the SEND Information Report

July 2017

Introduction

The Equality Act 2010 came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Advice from the Department for Education (DfE) on the Equality Act 2010 explains that schools must have an accessibility plan to comply with the Act, just as they did under the DDA. Ultimately, as a school we must

1. carry out accessibility planning, removing barriers for disabled students. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.
2. increase the extent to which disabled students can participate and achieve in the curriculum, including staff development where necessary;
3. improve the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
4. improve the availability of accessible information to disabled students.

We will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document, such as the school development plan or SEND Information Report.

It is a requirement that the school’s accessibility plan is resourced, implemented, reviewed and revised, as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Values and Ethos Statement - from ‘Ludlow Church of England School (Instrument of Government) Order 1999’

“Recognising its historic foundation, the school will preserve its religious character in accordance with the principles of the Church of England, and in partnership with the Church at parish and diocesan level, and also with other local Churches. Mindful of its position as the only secondary school in its area, the school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, in both Christianity and other religions, and promotes Christian values through the experience it offers to all its pupils.”

The school will endeavour to meet the highest expectations of its students, parents and carers, as well as make the community proud. It will seek to achieve the highest standards of teaching and learning, whilst enabling its young people to follow interests outside of the curriculum. Committed to comprehensive education, we are passionate about the outcomes for all students, irrespective of personal circumstance, and, indeed, with particular reference to personal circumstance.

Identification and Context

High quality teaching, that is differentiated and personalised, will meet the individual needs of the majority of children and young people. However, some children and young people will need educational provision that is additional to or different from this: this is special educational provision under Section 21 of the Children and Families Act 2014.

We keep a register of students with Education, Health and Care Plan (EHCP), and students on the SEND register, with a K code. In 2016, we were above national averages for students with SEND.

We follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress. Through assessment and screening, we aim to identify learning difficulties, and through collaboration between individual teachers, subject departments and the SEND Department, put appropriate interventions in place, if necessary. The four areas specified in the SEND Code of Practice are:

- **Communication and interaction** (includes speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD))
- **Cognition and learning** (includes moderate learning difficulties (MLD); severe learning difficulties (SLD) and specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia)
- **Social, Emotional and Mental Health (including ADHD)**
- **Sensory and/or physical needs** (includes physical disability (PD), vision impairment (VI) and hearing impairment (HI))

In line with the Code of Practice (2014), a child has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

The school currently has 115 students identified on the SEND list. The progress of these students is closely monitored at least termly. We currently have 23 students with EHCPs and their progress will continue to be monitored and evaluated annually through the annual review process, in addition to internal monitoring of progress, at least termly.

Views of those consulted during the development of the plan

Much of the consultation process is already an on-going process, as reflected in the Ofsted report of 2012, 2015, LA SEND Audits and the Accessibility Plans to date.

In developing the Accessibility Plan we have consulted with disabled groups, LA and worked with our Link Governor.

- Our wide range and number of SEN students has given us access to parental/student views via the Annual Review system.
- SENCO and Specialist SEND Staff availability at every PTCE, and at additional meetings in line with the SEND Code of Practice, linked into IEP reviews, has again given us wide access to parental/student views.

- Professionals' visits to the school, including the Educational Psychologist, Speech and Language therapist and Occupational therapists, have assisted us in reviewing our existing framework.
- Outreach work from Woodlands Outreach Service, and more recently, Spectra Inclusion Services, especially in regards to ASD/SEMH students, has again influenced any development.
- Primary transfer meetings, via Annual Reviews for disabled students, have assisted us in reviewing our policies and provision.

Monitoring of Progress

We already maintain a profile of SEND pupils on SIMs, and use this to evaluate our strengths and weaknesses in addressing their need. Evaluation of this will be based on:

- Attendance data
- Behaviour/Achievement data
- Academic Tracking, including lesson sampling
- Exam success
- Ability to participate in the life of the school and uptake of this
- Ability to access special needs, such as medication
- Post 16+ placements
- Parental evaluation will be sought via PTCE, Annual Review contributions and IEP/EHCP feedback.

CPD will be linked into training need as identified from audits of staff needs via Appraisal, SEND lesson sampling and Area Review, and monitoring of use of IEP/EHCP.

The main priorities in the school's Accessibility Plan

1. Increasing the extent to which disabled students can participate in the school curriculum
2. Ensuring maximum achievement
3. Remove physical and institutional barriers
4. Improve access to information

Work already undertaken on the above:

Existing staff have undertaken CPD on the above with input from the Speech and Language Therapy, Woodlands ASD and Behaviour Outreach, and the Educational Psychology Service. There has been an extensive programme of training, to upskill the majority of teaching assistants to a level 3 and above qualification. An ongoing induction programme is now in place for new staff and newly qualified teaching staff coming into the school. Delivery of this lies within the SEND Department remit and is embodied in its DSEF and DIP.

The CPD of staff to deliver the school curriculum and recognise the need of disabled students is supported by the LA and other SEND organisations via:

- SEND Specialist/local school network
- CPD courses run by the Advisory Service

- Intervention programmes
- TAs have been trained to support students access to the curriculum with different TAs specialising in different areas of need after receiving appropriate training and qualifications. The effective deployment of them was recognised by Ofsted in 2015, and has been since further developed with a new staffing structure for September 2017.
- The Pupil Support Centre (PSC) offers an extension to curricular access for students with inclusion concerns, within an alternative environment to mainstream classes. Its work in this area was viewed as good practice by Ofsted.
- Exam concessions are coordinated by SEND to allow students maximum access to their entitlement.
- The ability of disabled students to access the curriculum is embodied in the SEND Department DSEF & DIP. This is done via Area Reviews, Learning Walks and Work Scrutiny, Annual Reviews and IEP targets being met, referring to written reports, exam results and the monitoring of termly learning Habit and Progress grades. Where problems arise with access, the SEND department pursues this with subject Heads of Department.
- In September 2016, a bespoke provision at Key Stage 4 was developed for students with high needs, who might otherwise have difficulty accessing the full complement of GCSEs. This has taken the form of the Certificate in Personal Effectiveness (COPE), or small group study support in the PSC.
- In addition, CLT and SENCO staff, with the support of our Education Welfare Officer, monitor students' attendance/SEMH to identify where these are affecting curricular access and progress, and intervention programmes based on this are instigated.

Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services:

Since September 2007, the school was equipped for:

- disabled parking and access to the school.
- access to reception areas, including a low service counter
- additional disabled toilets/shower and access to the classroom/play areas of the school.
- disabled toilets including showers.
- signing both internally and externally, and for the visually impaired
- lift access to B Block/library/computer rooms.
- wheelchair access to all areas except D Block and upstairs in the Curriculum Centre
- appropriate classroom furniture
- Hearing Loop fitted in the Main Hall

Improving the delivery to SEND students of information that is provided in writing for students who are not disabled:

Our effectiveness in allowing students to access all aspects of the learning process is reflected in our Ofsted reports since 2012. Allied to this:

- examination concessions are recommended by SEND staff and instigated by SEND staff, in liaison with the examinations officer (EO). The EO will also facilitate physical accessibility amendments.
- students' needs are made known to staff via LSPs and ILPs.
- help and advice sheets from the SENCO/SEND teachers are available to staff.
- parents are advised that documents can be made available in their preferred format, audio tape/enlarged print/Braille/EAL.

Planning process

- Input to the Accessibility Plan will be from the SEND Governor, who will be responsible for reviewing it annually with the SENCO and reporting back to the T & L Governors Sub-Committee and the Finance and Premises Committee
- SEND Department DSEF to comment upon it annually.
- School SEF to review it annually.

Coordination

- The school will maintain a three-year Accessibility Plan Grid covering curriculum, physical and written accessibility.
- Physical access to the school and the environment of the school is planned via the Finance and Premises Sub-Committee.
- The SENCO, Business Manager, Headteacher and Link Governor will ensure that compliance is ongoing.

Access to the Accessibility Plan

The plan will be available via:

- the school's website (ludlowschool.com), or in hard copy, upon request.
- Attached to the Prospectus, on request.
- In an alternative format on request, by arrangement
- To primary pupils prior to Year 6-Year 7 transfer, on request

Accessibility Plan: Objectives 2017-2020

Short-Term Plans (12 months)	Objective	Strategies	Actions	Timeframe
	To continue to offer high quality interventions in English and Maths for students with SEND. To offer additional time to students with SEND to improve outcomes.	To increase the proportion of English and Maths teaching, in the school and reduce class sizes. To develop stronger working links with the Heads of English and maths and the SENCO. Focused use of personalised intervention timetables.	Governors and SLT to interrogate curriculum model, and ensure the effective use of Intervention Funding. Governors and SLT to ensure curriculum compliance, whilst still enabling additionality in English and Maths. Headteacher to facilitate scheduled meetings with key staff.	September 2017
	Training for teachers on differentiating the curriculum and effective communication with parents. Training and recruitment of TAs to meet needs as they arise.	CPD and meetings with parents Training time TA time allocated	Staff to enrol on appropriate external CPD. Internal PD to focus on outstanding teaching and differentiation. (See SIP)	September 2017 and ongoing
	Staff to be aware of SEND services available through the LA and the MAT. Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect.	Governors to monitor this aspect, and for Business Manager/Site Manager to ensure compliance.	Audit conducted by Link Governor, Site Manager and SBM.	September 2017
	Increase availability of alternative format for school information e.g. audio format for prospectus.	To ensure that prospectus is available in A3-sized version and audio version.	SBM to action this with Administration Team.	September 2017
	Access arrangements to offer swift, confident and effective assistance to succeed in examinations	Training for SEND staff and EO to ensure up to date understanding and confident usage.	SENCO and Examinations Officer to monitor.	September 2017 and ongoing
	Develop Claro e-reader usage and promote integration into Key Stage 4.	Staff objectives in appraisal records to develop use of assistive technologies and support teaching staff in integrating as a <i>normal way of working</i> .	SENCO to ensure compliance regarding these objectives, as well as liaising with the ICT Manager and Head of English.	September 2017

Medium-Term Plans (2-3 years)	Objective	Strategies	Actions	Timeframe
	To enable "A" Block doors to be accessible to all	Install push pads at both ends of the block	RM to source best-value solution To access grant funding e.g. CIF	September 2017
	To be confidently using assistive technologies to support students with SEND in accessing their learning.	To communicate to, teachers, parents, students and specialists the value and potential of new technologies to support students with SEND in accessing their learning.	SENCO to oversee the training staff for use of new technologies. SENCO to collate feedback and report to Brighton17*	September 2017
	Improve signage still further	SENCO, SBM and Site Manager to decide upon appropriateness, procurement and installation.	Installation of appropriate signage.	September 2017
	Continued PD regarding differentiation terms of range of SEND. Ongoing TA CPD to increase skills base.	LA support SENCO briefings Internal CPD	Differentiation, with a focus on SEND, to be items at appropriate internal CPD sessions for all staff.	September 2017 and ongoing
	To improve test outcomes for a greater proportion of students, to improve confidence and aid tracking	To evaluate the viability of replicating Key Stage 4 access arrangements within Key Stage 3.	SENCO, SEND Teachers and Examinations Officer to present a strategy to SLT and SBM.	September 2017

Long-Term Plans (4-5 years)	Objective	Strategies	Actions	Timeframe
Apart from this aspect, this area should be major capital work	To continue to review and develop an appropriate 11-16 curriculum for all students at the school with SEND in light of changes to the National Curriculum, examinations at KS4, funding and the amendments to the Code of Practice.	SENCO/SLT to research good practice both nationally and internationally to develop a sustainable curriculum which is exciting and relevant to students with SEND.	Students with SEND having an appropriate and up to date curriculum to support and improve their learning and life chances.	Ongoing
	To develop lift access to Maths Area	To investigate and access capital funding.	SBM to liaise with BAET.	September 2018

Approved and Signed

On behalf of the Strategy and Resources Committee

Approved: September 2017

Review Date: January 2020

