

Scarborough Pupil Referral Service

ACCESSIBILITY PLAN: 2019 - 2021

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Members of the Management Committee are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Scarborough Pupil Referral Service (SPRS).

Legislative framework

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- The Freedom of Information Act (FOIA)
- The Data Protection Act
- The Equality Act 2010 and other legislation that provides a right of access.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, helpfulness and inclusion.

Definition (Equality Act 2010)

“A person has a disability if he or she has 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”

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger;
- eating and drinking

Protected characteristics

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010, and especially with regards to schedule 10 regarding Accessibility, as well as advising on compliance with that duty. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. Scarborough Pupil Referral Service Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the curriculum for students with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability: this covers teaching and learning and the wider curriculum of the school such as participation in enrichment lessons, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist pupils in accessing the curriculum within a reasonable timeframe.
2. Improve and maintain access to the physical environment of the school, where necessary adding specialist facilities. This encompasses improvement to the physical environment of the school site and physical aids to access education within a reasonable timeframe.
3. Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. All published information should be made available in a variety of formats within a reasonable timeframe.

The Scarborough Pupil Referral Service Accessibility Plan relates to the key aspects of curriculum access, the physical environment and written information.

We recognise the need for whole school training in raising awareness for staff and members of the Management Committee on equality issues relating to the Equality Act 2010

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Appraisal Policy
- Behaviour Management Policy
- Equality Policy Statement
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- Safeguarding & Child Protection Policy
- School Development Plan
- Sex and Relationships Education Policy
- Special Educational Needs Policy
- School Local Offer Plan

When school policies linked to the Accessibility Plan come up for review an Equality Impact assessment will be undertaken.

The terms of reference for all Management Committees will include the need to consider “Equality and Diversity” issues as required by the Equality Act 2010. The Accessibility Plan will be monitored by the Management Committee.

The Scarborough Pupil Referral Service will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during the inspection process in relations to Schedule 10 of the Equality Act 2010.

Aims and Objectives:

The aims of the SPRS Accessibility Plan are to:

- Improve access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information

The Current Position

Our current practice is outlined to parents/carers, pupils, staff and stakeholders in our school “Local Offer” information on the school website. This is information about the services and provision the Local Authority expects to be available in their area for children and young people aged from 0 to 25 years who have Special Educational Needs and/or a Disability (SEND). Scarborough Pupil Referral Service is an inclusive provision where we cater for a wide range of individual needs. The “Local Offer” on the Special Educational Needs

section of the School Information tab explains in detail the provision that is made for every pupil at Scarborough Pupil Referral Service.

We enquire about health conditions and disabilities in early communications with the parents/carers of newly referred pupils, and it is a formal part of our admissions process.

Curriculum: the current position:

- Pupil Progress tracking and monitoring information is available for all staff
- Advanced planning for pupils based on good information from robust baseline assessment.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Targeted intervention for individuals
- Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Scribe, laptops etc.)
- Making improvement in learning and teaching across the school a priority in the School Development Plan
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all pupils – e.g. appropriate use of language; questioning techniques; paired work; group work; learning techniques to suit all learning styles..
- Intervention programmes for particular pupils

Physical Access: the current position

- The ground floor building is fully wheelchair accessible with a gently sloping ramp accessing double entrance doors.
- One Disabled Parking Space in the car park close to the main entrance and reception
- Accessible toilet facilities available on both floors of the school.
- Space for small group work and individual work for targeted learners.
- A physical environment that is safe and welcoming.
- Facilities for all pupils to store bags and equipment.
- Handrails on both sides of the staircase.
- Clear visual signage
- Yellow Strips identify trip hazards and exposed vertical columns
- Evacuation Procedures in place

Written information: the current position

- All information for parents and carers is placed on the school website.
- The Accessibility Plan is placed on the website.
- Alternative means of recording is available to pupils with SEND.
- Access to EAL support via a local mainstream feeder school.
- Private rooms are available for Parents Evenings when required.
- Dedicated Teaching Assistants produce enlarged and adapted work.

Access Audit:

The school has:

- Good approach routes
- On-site parking for staff and visitors which includes a dedicated disabled parking bay.
- Wheelchair accessible entrance.
- Accessible corridors for wheelchair users on the ground floor
- Internal doors with a clear view of both sides and accessible to wheelchair users on the ground floor
- Fixed handrails on both sides of the internal staircase between the two floors.
- Wheelchair accessible WC facilities for men and women on the ground floor.
- Good lighting and acoustics.
- Internal emergency signage and escape routes clearly marked.
- Emergency lighting around the school which is maintained after dusk.

Accessibility Action Plan

Improving Physical Assess

Target	Strategies	Timescale	Responsibility	Success Criteria
<p>Access: To be aware of the access needs of all pupils/Staff/Management Committee/Parents & Carers</p> <p>Ensure all staff, Management Committee, /Volunteers and visitors to the PRS are aware of access issues</p>	<p>Gather data around access needs at the Admission Meeting</p> <p>Create access plans for individuals as required.</p> <p>Annual reminders to parents/Carers through communication to let us know if they have problems with access.</p> <p>Include the accessibility plan as part of the staff induction process.</p>	<p>Annually, or as required</p> <p>September each year</p> <p>As required</p>	<p>SLT</p> <p>SENCo</p> <p>Business Manager</p> <p>Business Manage</p>	<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
<p>Ensure everyone has access</p>	<p>Ensure that nothing is preventing access for all</p>	<p>Daily checks to ensure the entrance area is clear of obstructions</p>	<p>Reception/Caretaker</p>	<p>Accessibility for all, visitors feel welcome</p>
<p>Maintain safe access for all</p>	<p>Check exterior lighting is working on a regular basis</p>	<p>On-going monthly checks</p>	<p>Behaviour Support Manager</p>	<p>Everyone feels safe and can gain access safely to the car park and building</p>
<p>Exits: Ensure all disabled or impaired people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for all pupils (PEEP) with a disability</p>	<p>As required</p>	<p>SENCo</p>	<p>All pupils and staff working with them are safe</p>

Improve Access to Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Website is compliant with statutory regulations	Website audit undertaken every 3 months	3 monthly	SLT	Compliant website
To improve awareness of alternative formats for sharing information	Using a variety of formats for communication, including text, e-mail, post, telephone. Ensure all parents/carers are aware that the PRS can provide communication in large text, via telephone, in meetings.	Ongoing	SLT	All parents/carers become aware of alternatives available and how these can be accessed.
Ensure information from SEN reviews is accessible to all parties	Provide a choice of formats for parents/carers to provide views on reviews	Ongoing	SLT	Parents Carers have choices about how they are communicated with and how they provide their points of view

Improve Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
Curriculum adjustments ensure fair access to all	<p>Consider the needs of all pupils at the PRS when planning lessons, adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc.</p> <p>With consideration for those pupils with general and specific learning difficulties.</p> <p>Ensure all staff have access to the necessary information of pupils they teach to ensure they can plan and deliver to meet their needs</p>	As required in response to pupil need	All staff	All pupils access fully the curriculum provided
Ensure teaching and learning methods and environment support pupils with speech impairment.	<p>Promotion of an ethos of inclusion, acceptance and understanding.</p> <p>Demonstration of patience and support. Use of TA support. Specific programme as required through liaison with Speech and language therapy service.</p>	As required in response to pupil need	All staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support pupils with hearing impairment	Use of hearing loops. TA support as required	As required in response to pupil need	SENCo/Class teacher	Progress confirmed by observations and formal assessment

Ensure teaching and learning methods and environment support pupils with visual impairment	Pupil faces board, glasses worn, print modified, TA support as required.	As required in response to pupil need	SENCo/Class teacher	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support pupils with impaired mobility including wheelchair users.	Ensure pathways and corridors are clear of hazards. Doorways wide for wheelchair access, use of ramps as required. Early access from lessons if required.	TA support as required	SENCo/All Staff	Pupils are able to access all activities
Ensure teaching and learning methods and environment support pupils with emotional and behavioural difficulties	Clear boundaries and rewards, specialist ELSA support, SEAL Lessons, BOXALL profiling, TA Support	Throughout the school day	SLT/ELSA/All Staff	Progress confirmed by staff team
Ensure teaching and learning methods and environment support pupils with diagnosed medical conditions eg asthma, allergies.	Accessibility to medication. Awareness of staff when planning PE and Science lessons. Awareness by Cook if allergies are food related.	As required in response to pupil need	All Staff	Pupils able to access all activities
Ensure all pupils can access examinations and statutory assessments	Access arrangements in place for all pupils who require and are eligible for support including readers, separate rooms etc.	For all exam/assessments	SENCo/Exams Officer	All pupils can access fully all exams and assessments.