

Action Plan 2016

Appendix 1

| | Objective | What | How | When | Goal Achieved |
|------------|---|--|---|---|--|
| Short term | 1 Ensure compliance with DDA and Code of Practice | <ul style="list-style-type: none"> • Staff and governors to be updated on requirements and obligations of DDA, and of the Accessibility Plan. • Review an audit of school's progress on meeting requirements and access additional guidance. | <p>Staff meeting Governors meeting</p> <p>External consultancy to be used for review.</p> | <p>Autumn Term 2016</p> <p>Autumn Term 2016</p> | School complies with requirements of DDA and Code of Practice |
| | 2 Improve availability of written material in alternative forms | School to investigate services for converting written information into alternative formats. | SENCO researches and discuss with appropriate agencies. | Spring 2017 | School able to deliver information to all pupils and parents with disabilities |
| | 3 To improve the delivery to disabled pupils of information that is provided in writing to pupils who are not disabled. | Curriculum delivery/delivery of materials in other formats. | <p>IEP targets used by classroom staff and additional time requirements in practical work understood and planned for.</p> <p>Diagrams described and relevant materials read out loud. Copies of slides and diagrams available to students.</p> <p>SEN information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Monitoring indicates differentiation in place targeted at disabled/SEN/other nominated students.</p> | From September 2016 | Disabled students able to access curriculum more effectively. |
| | 4 Improve environment for pupils with visual and hearing impairment. | Investigate deaf alerter on fire alarm system and visual alarm. Signs and other aspects of the physical environment to be checked for clarity and | Replace signs where necessary to take account of appropriate colour schemes/size/height for signs. Highlight stairs and handles where required. | Spring 2016 | <p>Pupils able to access emergency and whole school information</p> <p>Routes around school clear and understood and safe.</p> |

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| | | | understanding for visually impaired. | Plan to install additional systems as part of longer term planning. | | |
| Medium term | 5 | To increase the extent to which disabled pupils can participate in the school curriculum | Review organisation of classrooms for disabled students | Seek guidance from specialists (e.g. Hearing Impaired Service) taken in arranging classrooms for maximum benefit to disabled students | Autumn 2016 | Monitoring indicates Disability/SEN taken into account in organising the environment for learning. Disabled students able to access learning environment more effectively. |
| Long term | 6 | Improve access including to all upper floor teaching areas | Look at adjustments to hall steps. Investigate improved access to Art room and Sixth Form Centre. | Planned use of delegated capital allocation, as part of planned refurbishment | 2016-2017 | All teaching areas accessible |

LEJ May 2016

School Accessibility Plan

Revised June 2016.

King Edward V1 Camp Hill School for Girls

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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.”

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, parents and staff with a disability.

Principles

Compliance with the DDA is consistent with the School’s aims and equality schemes, and the operation of the School’s SEN policy;

The School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage • to publish an Accessibility Plan.

The School recognises and values parents’ knowledge of their child’s disability and its effect on her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;

The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils’ diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity a) Education and related activities

The School will continue to seek and follow the advice of appropriate LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan

See attached (Appendix 1)

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- School development plan
- Staff development plan
- Building and site development plan
- SEN policy
- Equal Opportunities policy
- Curriculum policies.

Review date: Summer 2019