

COCKBURN SCHOOL

Specialist status in the Performing Arts



Learning for Life

Accessibility plan

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Reviewed by: Governors

Date of Policy: July 2018

To be reviewed: July 2019

Cockburn School accessibility plan *3-year period covered by the plan*

Introduction

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

- ❑ not to treat disabled pupils less favourably for a reason related to their disability;
- ❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the 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:

- ❑ increasing the extent to which disabled pupils can participate in the school curriculum;
- ❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- ❑ 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Cockburn School is an academy which is a member of the Cockburn Multi-academy Trust whose focus is on each individual, acknowledging both their rights and responsibilities. Teaching and Learning drives an ambitious curriculum that seeks to stretch and challenge all students through academic rigour. A strong care, support and guidance structure supports learning throughout the school.

Our vision is to create opportunities within and beyond the curriculum to enable each student to become confident, independent and successful citizens in modern Britain. Through dedication and hard work our students will have a love of learning and a resilience that is essential for great accomplishment. We widen the aspirations of all students, to help them to reach destinations that are ambitious and fulfilling. We value the arts, both as part of the curriculum and as part of the school's extensive enrichment and extra-curricular programme.

We have high expectations of academic success and discipline and believe that these are best achieved in a caring environment. We promote respect and good manners; these are fundamental to our school based on our shared Values and Expectations. We recognise the importance of each individual and the school's place in the local community. We aim to promote lifelong learning by developing creative, independent and reflective learners. We believe in the equality of opportunity and in celebrating success for all.

Students with disabilities are regularly reviewed to ensure that the school meets their needs. Disabled students have the rights to access the full school curriculum and the wider school life. All staff have a duty of care to ensure disabled students needs are fully met and their needs are regularly updated on SIMs for all staff to see. The school nurse also supports students with disabilities and is available to offer advice and support to both staff and students.

The school has set the following priorities for the development of the vision and values that inform the plan:

- Ensure students can move safely around school.
- Ensure students can access the full curriculum.

1B: Information from pupil data and school audit

Cockburn School is a larger than average secondary school.

The proportion of students from minority ethnic backgrounds is average.

The proportion of students who speak English as an additional language is also average.

The proportion of disadvantaged students known to be eligible for the pupil premium is above average.

The proportion of students with SEN support is above average.

The proportion of students with an SEN statement or Education, Health and Care plan (EHC) is average.

A small number of students attend alternative provision on a part-time or full-time basis.

The school uses a limited number of alternative providers including Southway, Footsteps and The Stephen Longfellow Academy.

Currently there are 1265 students on roll. We have 17 students on role who have an EHCP/Statement.

Strengths and weaknesses of the school working with disabled students.

Strengths

- Staff awareness of the student's needs. Staff have access to the needs via SIMS.
- The school is designed so that all students have access to all areas of the school by having a lift and gradual ramps.
- There is a team of teaching assistants within the school that can support with accessing the building and curriculum.
- We have a full time school nurse and Early Intervention Therapeutic Worker.
- Some Students have 1:1 support depending on their need.
- The curriculum is fully personalised to meet all student's needs.
- Good relationships with external agencies, including occupational therapy and the physiotherapy team.
- Students are fully involved in the school life and ethos of the school.
- Positive relationships with parents.

Weaknesses

- Information on school website is not accessible for all.
- Learning environments may not be suitable for all dyslexic students.
- Adjustable tables are not available in all areas of the school.
- Access to the money machines is limited for people in wheelchairs or of short stature.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Information on school website that is accessible to all students and parents of all disabilities.

- Adjustment of learning environments for dyslexic students
- Adjustable tables in all areas of school.
- Changing facilities for people who require intimate care.
- Staff trained in using the fixed hoist.

1C: Views of those consulted during the development of the plan

- Student voice and the school council informed the plan.
- During student voice, students have the opportunity to voice their opinions.
- Parents contacted via meetings to discuss concerns.
- School website.

The school has set the following priorities in respect of consultation on the plan:

- Information on school website that is accessible to all students and parents of all disabilities.
- Adjustment of learning environments for dyslexic students
- Adjustable tables in all areas of school.
- Changing facilities for people who require intimate care.
- Staff trained in using the fixed hoist.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum:

The curriculum is fully inclusive and personalised. Staff are deployed effectively to meet the needs of the students. Teaching assistant and support staff are deployed based on need on students.

The school has set the following overall priorities for increasing curriculum access:

- Adjustment of learning environments for dyslexic students
- Adjustable tables in all areas of school.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school environment is a new building which accommodates all students to access the whole curriculum. The design of the school was to accommodate all students and be fully inclusive.

Changes to the environment:

- Some desks in all areas can be adjustable.
- Changing facilities for people who require intimate care.
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No major funding is needed.

The school has set the following priorities for physical improvements to increase access:

- Some desks are accessible for all, these will be available in set classrooms for students who require adjustable tables.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

All critical information is on FROG the schools VLE. This information is regularly shared by form tutors and in assemblies. Any offer information is sent out to parents.

The delivery of information needs to be accessible to all disabilities depending on their need. For example audio clips and braille if needed. The school has access to external agencies and support services if this was needed.

The school has set the following priorities for providing information for disabled pupils:

- Parents are aware if they require information in an alternative way it can be provided.

3. Making it happen:

3A: Management, coordination and implementation:

The governing body takes responsibility for the plan with input from SENCo and assistant SENCo. The plan will be reviewed annually with a view to re-writing every three years.

3B: Getting hold of the school's plan:

The schools plan will be available via the schools website.

The school has set the following priorities for making its plan available:

- Availability online.

Action plan

| <u>Need</u> | <u>Responsibility</u> | <u>Time scales</u> | <u>Resources</u> | <u>Outcomes</u> |
|---|-----------------------------------|--|--|--|
| All departments to have access to adjustable desks. | SEND department And governors. | 1 years | Adjustable desks in all rooms. | Students will be able to adjust the desk according to their need to fully partake in the lesson. |
| Wheelchair access | SEND department And governors. | As needed. | Access to the complex needs service. | All students will be able to access the curriculum even after operations or when struggling due to disability. |
| Learning environment suitable for all dyslexia students. | SEND department And governors. | Ongoing as we further support staff with dyslexia support. | Students can be assessed within a week of concern along with visual stress assessment. | All students will be able to fully access the displays and learning environment. |
| Changing bed for intimate care to be added to the care suite. | SEND department And governors | September 2018 | Changing bed. | Students can have intimate needs met whilst protecting their modesty and staff will be trained in using all equipment. |