

Bank View High School



Accessibility Policy and Plan 2015-2018

Date...21.../...1.../...2016....

Review Date:...21.../...1.../...2019....

BANK VIEW HIGH SCHOOL

This school is dedicated to enabling all members of its community to develop fully as learners and citizens

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The Governing Body and staff of Bank View High School are dedicated to fulfilling the aims laid down in our purpose statement which is:

This school is dedicated to enabling all members of its community to develop fully as learners and citizens.

This statement and the efforts we carry out to achieve it are applicable to all student and adults in our school regardless of race, colour, creed or need. We will attempt to provide the best teaching and the best learning opportunities for all at Bank View High School and in doing so we will support Liverpool City Council's aims and key targets of Inclusion, Attainment and Regeneration.

Inclusion Statement

Bank View High School is committed to providing an inclusive school environment in which all members of our community gain confidence, develops their abilities and are supported to achieve their potential.

To this end we:

- Value the needs of all learners
- Display positive views towards students with additional needs e.g. ASD, dyslexia
- Have in place identification, assessment and intervention procedures
- Employ multi-sensory methods taking account of individual need
- Value partnership with parents

SECTION 1

Overview

The Special Needs and Disability Act requires that we plan in three main areas:

- Increasing access for students with disabilities to the curriculum – teaching and learning and the wider curriculum
- Improving access for students and other stakeholders with disabilities to the physical environment of the school
- Ensuring effective communications with stakeholders for whom English is not first language

Definition

The term disability does not refer exclusively to people with a physical disability and therefore focus entirely on physical access issues. The act defines disability thus:

“A person has a disability if she or she has a physical or mental impairment that has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities”.

Therefore our accessibility plan must also consider all aspects of special educational need.

The duty is anticipatory, we are required to consider current and prospective students. A school cannot wait until a student with a disability seeks admission. Schools have an anticipatory duty to make reasonable adjustments to the management of the school. Therefore this plan indicates the steps we will take to become increasingly inclusive over the three year period that it covers.

However, the range of disability is so diverse that the admission requirements of an individual child may bring a challenge to a school that has not been anticipated. In such a case we must seek to make a reasonable adjustment to our practice in order to successfully educate the child.

Access to the Curriculum

If students with disabilities are to be meaningfully included, attention will need to be given to designing and maintaining the physical environment. It is essential that the environment is designed to aid those with difficulties in learning: to help them to move around the school and use cues for daily life.

At Bank View High School this area includes:

- Teaching and learning – curriculum differentiation and the preparation of individual education plans (IEPs) and individual behaviour plans (IBPs) – efforts in this area must maximise student’s access to an appropriate curriculum.
- Classroom organisation – our rooms need to be safe and facilitate mobility and accessibility which has been designed into the new building.
- Timetabling – including movement between lessons.
- Grouping of students in sensitive ways.

- Access to school facilities.
- Activities to supplement the curriculum e.g. educational visits and residential trips.
- School sports.
- School policies.
- Breaks and lunch times.
- Interaction with peers.
- Assessment and exam arrangements.
- School discipline and consequences.
- Clubs, activities and school trips.
- Arrangements for working with other agencies – co-ordination should be pursued between school and all stakeholders so that all information is shared and collective responses to need are established.
- Preparation for transition – whether a student is moving between Key Stages or learning how to travel independently, preparatory work to make such transition effective will be pursued.
- Translation and interpretation for students for whom English is an additional language.

Our staff need to be flexible enough to adapt teaching approaches that enable students with disabilities to learn effectively in their classrooms.

We will:

- Have high expectations. Many students with disabilities have no difficulty in acquiring new concepts. However, we will be realistic about their written responses and accept that our students can physically demonstrate their understanding rather than explain in writing. For example, a student may be able to create a circuit that lights a bulb but have difficulty in writing down an explanation of why the bulb lights.
- Explain things repeatedly, in many different ways – sometimes individually. Be slow, quiet and sensitive in giving instructions. Direct LSO's to support as required.
- Give guidance about tackling tasks systematically.
- Recognise that organisational skills are sometimes poor and students with disabilities need to be deliberately taught many things that other students pick up without specific adult help e.g. how to put things away; get dressed; pack their school bag etc.

- Be aware of signs of fatigue – students with disabilities often have to try harder than other students.
- Watch out for signs of failing confidence and low self-esteem.
- Be prepared to challenge negative attitudes in other students.

Accessible classrooms – the new building has been designed to:

- Provide enough space within the classroom for students with disabilities to move about.
- Allow a student to sit near the front, facing the board during lessons or against the light so that the teacher and the rest of the class are easy to see and hear.
- Have toilet and wash facilities within proximity, accessible and usable.
- Provide, wherever possible, a distraction-free area for students who find it difficult to concentrate for any length of time e.g. additional teaching spaces, ARC.
- Support ICT which can be invaluable in providing access to the curriculum.
- Allow peer support with the supporter is also accessing the curriculum.
- Allow equipment to be clearly labelled, with neatly arranged resources, which can be found easily.

Accessible Classroom – accessible curriculum

Literacy in the Disability Friendly Classroom – the slow acquisition of literacy skills may be characteristic of some students with disabilities. Dyslexia and ASD friendly methods can help some of our student to learn more effectively and this is why the school has achieved Dyslexia Friendly status and holds the S Chartermark.

- Comprehension can be a continuing problem for some students with disabilities. Some student may be able to read a passage but infer no meaning from the passage. Constant reference to the meaning of the text is essential and will be frequently used when appropriate. It helps to read aloud, or think about/picture each sentence as it is read.
- Check that students with disabilities are keeping up and not just sitting passively, during shared reading and writing times.

The above are only some examples of ways to increase access to the curriculum and to the environment where teaching and learning take place.

SECTION 2

Accessibility of Information

School will endeavour to provide alternative forms of information e.g. large print, use of Braille, alternative language scripts and technology to promote understanding e.g. learning induction loop.

This element of the Accessibility Plan will be held under permanent review. If a translation service is required, the school will seek such a service, using the LA as its first point of reference.

SECTION 3

Action Plan

BANK VIEW HIGH SCHOOL ACCESSIBILITY REVIEW/ACTION PLAN 2015-2018

<u>KEY ISSUE</u>	<u>ACTION</u>	<u>COST</u>	<u>COMMENT</u>	<u>DATE</u>
Provide disabled minibus	Purchase suitable minibus	£40,000	Agreed by <i>Governors</i>	Jan 2016
Improve signage around school	Provide visual/tactile signage all areas	£1,500	New build contractor	March 2016
Independence training	Contact with parents and training	£1,000		Ongoing
Train staff to assist disabled Evacuate	Evacuation training	£1,500	Seton	Dec 2015
