

REGENTS PARK



Community College

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College

Accessibility Plan

DRAFT



Accessibility Plan

Rationale

At Regents Park we are committed to ensuring equality of education and opportunity for staff, students and all those receiving services from the school, irrespective of disability. The achievement of all students and students will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching. We will aim to provide our students with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against students and staff by adhering to our duties as an employer under the legislation. At Regents Park we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Regents Park aims to identify and remove barriers to disabled students in every area of school life. Regents Park has high ambitions for its disabled students and expects them to participate in all aspects of school life. At Regents Park our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- Sets suitable learning challenges
- Responds to students' diverse needs
- Overcomes potential barriers to learning and assessment for individuals and groups of students

At Regents Park we will work actively to promote equality and foster positive attitudes and commitment to an education for equality. We will do this by:

- Identifying those in need of additional support
- Working with parents, students, staff and external professionals to make reasonable adjustments to ensure needs are met

The Equality Act 2010 states that all schools must carry out accessibility planning for disabled pupils.

Purpose

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils, parents and carers
- Improving monitoring, evaluation and review of provision and outcomes

This plan should be read in conjunction with the School Improvement Plan.

Definition of Disability

The Disability Discrimination Act (DDA) defines a person with disabilities as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.

For the purposes of the Act:

- substantial means that the effect of the disability is neither minor nor trivial - it does not have to be a severe effect
- long-term means that the effect of the impairment has lasted or is likely to last for at least 12 months and the effect must be a detrimental one - a person with a life expectancy of less than twelve months is covered if the effect is likely to last for the whole of that time
- normal day-to-day activities include everyday things like eating, washing, walking and going shopping

The person must be affected in at least one of the respects listed in the DDA:

- mobility
- manual dexterity
- physical coordination
- 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

If the effects of the disability are reduced by medication or other treatment then the relevant effects are those that would be present if there was no medication or treatment taking place. There is an exception to this rule for people who wear spectacles or contact lenses - then the relevant effects are those that remain while the spectacles or contact lenses are being used.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues, incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus, Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV, facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Current Provision

Participation in the curriculum

- all disabled students have access to the full curriculum
- teachers plan a wide variety of teaching and learning activities to meet the needs of all students
- disabled students who are statemented or have an Education, Health & Care (EHC) Plan have assigned TAs who support them in lessons according to the provision suggested by the Local Authority. The purpose of this support is to remove practical barriers to participation and to ensure resources are adapted to allow full access
- in the small number of cases where an activity cannot be made accessible for practical or health and safety reasons, an alternative activity is provided
- for students with mental health issues, the SENCo, Assistant SENCo and Head of Year give support to the student, including alternative provision and involvement of external agencies if needed, and offer advice to staff on how to best to meet their needs
- training is provided for staff by the SENCo and external specialists in meeting the needs of students with disabilities.
 - the school works closely with parents/carers in planning for and reviewing provision.

Physical Environment

- for students who require personal care, there are accessible toilet facility including separate changing facilities in PE & the swimming pool
- there is a dedicated medical room and staff receive training to be able meet the needs of disabled students.
- an allocated parking space with level access next to the main entrance to the school are provided for parents of disabled pupils; this area is monitored by reception staff and a parking attendant to prevent inappropriate use;
- the size and layout of all corridors and teaching spaces allow access for all students; all areas are well lit
- the SENCo arranges for the purchase of specialist resources and equipment where needed, trains staff in its use and monitors its use and effectiveness in lessons

Accessible information

- all teachers are provided with detailed information about the needs of disabled students through provision maps; advice is given on their preferred learning styles and ways to support them in their learning
- when planning lessons, teachers differentiate resources, using a multi-sensory approach, to ensure they are accessible to all students; this includes simplifying language, use of symbols, large print, considering the best page layout, using audio or video files or reading information aloud.

- TAs are provided with lesson information prior to the lesson so that they can assist with the differentiation for the students they support. Exercise books with tinted papers and visual overlays are provided for students with severe dyslexia, Meares Irlen syndrome and epilepsy
- the SENCo and TAs advise teachers on how to adapt resources and activities to meet the needs of particular students; these are outlined in provision maps which are accessible to all staff on the internet

Monitoring & Evaluation

- the SENCo monitors the academic progress of students in the SEND code of practice and liaises with subject and support and guidance staff to support those students who are not making expected progress
- TAs act as key workers for students who have more complex needs and act as advocates where they have concerns about the provision in place to support them
- provision maps, statements and Education, Health & Care (EHC) plans are reviewed regularly, giving students and parents the opportunity to feedback on their progress and the impact of support
- the deployment of TAs is monitored during lesson observations and concerns are fed back to the teacher and SENCo