ACCESSIBILITY PLAN 2019 - 2022

The Sackville School Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the prescribed period.

Sackville School strives to create confident, caring and capable individuals. 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 students with a disability can take full advantage of the education and associated opportunities provided by Sackville School.

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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

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.

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 Policy and Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, 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. The Sackville School Accessibility Plan shows how access is to be improved for students 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:

i)   increase access to the curriculum for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Curriculum – The Current Position

We believe that we have made good progress in the following areas:

• Sackville data system is available for all staff showing all individual needs of every student

• Advanced planning for students based on good information from primary feeder schools

• Liaison with external services and agencies regarding individual students (physical, sensory, behaviour)

• Providing both academic and pastoral intervention as required

• Ensuring that Access Arrangements are made for external examinations (Extra time / Reader/ Amanuensis, laptops etc.)

• Developing outstanding learning and teaching across the school

• Progress Review Meetings and Parents' Evenings enable all students to discuss their learning

• Ensuring that school visits and trips are accessible for all students

• Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work to suit all learning styles – visual/ auditory / kinaesthetic, etc.

• Setting of students in certain subjects, with support from Teaching Assistants

• Intervention programme co-ordinated by the Inclusion manager and Deputy Headteacher (Raising Standards Leader)

• Smaller teaching groups in Design and Technology in all Key Stages and option subjects in KS4 and KS5

• 'Buddy' system for Year 8s to support new Year 7s

• Development of the Personal Development curriculum

• The development of the school ethos under the UNICEF Rights Respecting School Scheme

• Development of mutual support and understanding between colleagues in working with students with disabilities

Curriculum Priorities for 2019-22

• To encourage students to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.

• To encourage students to participate in student leadership opportunities

• To encourage students to access extra-curricular activities

• To ensure that students have access to quality careers information, advice and guidance

• To ensure that students, staff, parents, governors are informed of the Accessibility Plan.

ii) improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Physical Access – The Current Position

• The majority of the school buildings were built in the 1960s. The second and third floors of Blocks A, B, and C plus Blocks E and M do not have wheelchair access. D Block has limited access due to steps on the site leading to it and T Block is accessible from the car park on the Sports Hall side of the site

The West Sussex Local Authority have audited the site and the cost of installing lifts in these buildings was judged to be prohibitive as the lifts would have to be external.

• The ground floor of A Block including Reception, the Headteacher's Office and the Main Hall for Parents' Evenings and events has wheelchair access

- The Sports Hall and P Block were built in 2010 and fully compile with DBB requirements including an internal lift and have full wheelchair access

- The Sackville Centre has access via the entrance from the car park on the Sports Hall side of the site

• A Disabled Parking space in the main car park

• Parents are asked if they require access arrangements for Parents 'Evening

• Space for small group work and individual work for targeted learners in Learning Support

• A physical environment that is safe and welcoming

• Sound system in Main Hall

• Lockers available for hire for students to store bags and equipment

• Handrails on stairs

• Coloured kerbs and edges of stairs

• Clear visual signage

Physical Access Priorities for 2019-22

• To review the site annually using the Local Authority's accessibility framework

• To address any concerns arising from the annual site inspection

- To ensure all future improvements compile with DBB requirements

iii)   improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Written information -The Current Position

• Visual timetables are produced for identified students

• Photo seating plans are produced for identified students

• All information from Parents Information Evenings is placed on the website

• The Accessibility Plan is placed on the website

• Signers may be used for parents when required

• Translators and interpreters are used in Parents' Evenings when required

• Private meetings rooms are available for Parents' Evenings when required.

Written information Priorities for 2019-22

• To liaise with the specialist teaching service to ensure that written information is accessible for students and that enlarged books are available as required

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies,

Curriculum Policy

Equality Policy and Objectives

Disability Equality Policy

Gender Equality Policy

Race Equality Policy

Health & Safety Policy (including off-site safety)

Special Educational Needs Policy

School Behaviour Policy

School Improvement Plan

School Prospectus and Sixth Form Prospectus

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor's procedures.

Reviewed Summer 2016 and 2019. To be reviewed Summer 2022.