

**TRACKS-Education Policy for
TRACKS (PRU) School & Offices
Accessibility Plan 2016-2017**

Manager/Co-ordinators/Leader/Owner (delete or change as appropriate)	Jayne Tidwell SENCO
Policy Status: Approved/Awaiting MC Approval	Approved November 2016
Prepared by	Sue Sutcliffe & Carol Cameron
Next Review	October 2019
This Version No.	1.2
Signed by Sally Birkbeck MC Chair	-----

TRACKS-EDUCATION Accessibility Plan 2016-2017

In **Part A** of this document the term ‘TRACKS-Education’ relates to and includes TRACKS-Education School Offices, all staff meeting and training facilities and TRACKS (PRU) School contained within the property and grounds at 21, Owlet Road, Shipley, BD18 2LU and no other property.

Part B of this plan refers to the two other TRACKS-Education Schools, Education in Hospital 1 (Airedale) and Education in Hospital 2 (BRI). These schools are guests of Airedale General Hospital and Bradford Royal Infirmary respectively. The Hospital School rooms are owned by Airedale NHS Foundation Trust and Bradford Teaching Hospitals NHS Foundation Trust and physical environments are subject to the accessibility plans and regulations of their respective trusts. Access to an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

In all instances TRACKS-Education is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed annually and approved by the Management Committee. The review process can be delegated to a committee of the Management Committee, an individual or the Head. At TRACKS-Education the Plan will be monitored by the Head Teacher and evaluated by the relevant Management Committee members. The current Plan will be appended to this document.

At TRACKS-EDUCATION we are committed to working together to provide an inspirational learning environment where all pupils can gain enthusiasm for, and enjoy, learning. We believe that pupils should feel safe, secure, happy, and valued so they, in turn, gain a respectful, caring attitude towards others and towards the environment both locally and globally.

- The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and the Management Committee of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The Accessibility Plan is structured to complement and support the school’s Equality Policy, and will be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be monitored by the Head Teacher and the Management Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- TRACKS-EDUCATION is committed to providing an environment that enables full curriculum access that values and includes all

pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs as resources allow. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- The TRACKS-EDUCATION Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time-frame and anticipates the need to make reasonable adjustments to accommodate their needs where practicable and as resources allow.
- The TRACKS-EDUCATION Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:
- Increased access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Management Policy
 - Curriculum Policy
 - Health & Safety Policy including risk assessment
 - School Prospectus
 - Special Educational Needs Policy

- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Management Committee. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.
- An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 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.

PART A

Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of information to pupils,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of pupils already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are two areas of the school to which disabled pupils have limited or no access at the moment. These are the upper floor and the basement. The basement is not used by pupils. The upper floor is currently not used by TRACKS (PRU) School. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example lunch and

break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible

Curriculum

Through Planning for Individual Need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible and should adjustments be required these will be discussed with pupils and their parents.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school is a three storey building however on naturally sloping school site. The main corridors are sufficiently wide enough to accommodate a wheelchair. People can enter the ground and basement floors of the building from several access points outside. On-site car parking for staff and visitor includes a dedicated disabled parking bay. All entrances to the ground floor of the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available. This is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans will be put in place as required.

Management, coordination and implementation

- We will consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Management Committee and Senior Leadership Team will work closely with the Local Authority.

Action Plan : Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability and additional specific needs.

Targets	Strategies	Time Scale	Responsibilities	Success Criteria
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To liaise with providers to review potential intake for Sept 16	To ensure all stakeholders and contributing professional share information to support the accurate matching of needs and requirements for each pupil.	Summer 2016	Head Teacher ESW team Inclusion Leader/SENCO Building Manager	Procedures/equipment/ ideas set in place by agreed starting date.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/17	HT & Governors All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish and maintain close partnership working with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016/17	HT Inclusion Leader/SENCO ESW team, All Teachers	Clear collaborative working approach including home visits where required.
To establish close liaison with outside agencies and NHS professionals for pupils with on-going health needs, including mental health needs.	To ensure collaboration between all key personnel. Annual training and medical updates	Ongoing throughout 2016/17	HT Inclusion Leader/SENCO ESW team Outside agencies	Clear collaborative working approach Medical qualifications updated at least annually

<p>To ensure full access to the curriculum for all pupils.</p>	<ul style="list-style-type: none"> • Employment of specialist teachers; CPD for staff and: • A differentiated curriculum with alternatives offered. • Specialist resources to support learning and access to the curriculum • Support staff including an Educational Social Worker and Connexions worker. • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced as per professional advice • Access arrangements in place for statutory testing 	<p>Ongoing</p>	<p>Teachers Inclusion Leader Ed Psych Specialist Teacher Support services ESW team CAMHS</p>	<p>Advice taken and strategies evident in classroom practice and curriculum delivery.</p>
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Time Scale	Responsibilities	Success Criteria
	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and</p>			

<p>Improve physical environment of school environment</p>	<p>improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <ul style="list-style-type: none"> • There are clear emergency escape route signs throughout the building • The building has three floors – one of which is currently being re-organised to support improved accessibility. • There are 4 push-bar emergency escape doors over the ground and lower ground areas. Two classrooms also have external escape routes. • There is a ramp access available at the rear of the building (off the car park) for disabled access to the lower ground floor. • There are two disabled toilets available across the school. 	<p>Ongoing</p>	<p>Head Teacher Deputy Head</p> <p>All other staff as is appropriate</p>	<p>Enabling needs to be met where possible.</p>
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<p>Ensuring all with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled pupils as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff Inclusion Leader</p>	<p>Enabling needs to be met where possible</p>
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<p>To ensure that the medical needs of all pupils are met fully within the capability of the school.</p>	<ul style="list-style-type: none"> • The ESW to liaise with parents about any medicines that have to be administered at school to pupils. • To work with parents, external agencies to establish individual protocols and identify training needs for staff supporting pupils • Address all mental health needs through delivery of an appropriately differentiated curriculum • NHS colleagues are included in regularly support sessions for pupils (counselling/ support interventions) as need is identified / assessed. 	<p>With immediate effect to be constantly reviewed</p>	<p>Head Teacher SBM Occupational health Inclusion Leader</p>	<p>There are clear records of the medical history or needs of each pupil. This information supports informed actions to support that pupil in maintaining full access to school and resulting in good and outstanding attendance records.</p>
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<p>Ensuring disabled parents have every opportunity to be involved</p>	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled visitors or to drop off & collect pupils with physical disabilities. Offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents 	<p>With immediate effect to be constantly reviewed</p>	<p>Whole school team With immediate effect to be constantly reviewed</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their pupil's education</p>
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Time Scale	Responsibilities	Success Criteria
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<p>To enable improved access to written information for pupils, parents and visitors.</p>	<ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. • Access arrangements in place for statutory testing • To publish the Accessibility Plan on the school website. 	<p>Ongoing</p> <p>September 2016</p>	<p>Head Management Committee representative Inclusion Leader</p>	<p>To ensure written information is accessible to all pupils, parents and visitors.</p>
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The Management Committee reviewed this plan on:

Plan Review Cycle: Annual

Next Accessibility Audit: July 2017

Next Review: November 2017

Appendices: N/A

Related Policies:

- Safeguarding Policy
- Whistleblowing Policy
- Complaints Policy
- SEND Policy