



# ALFRISTON SCHOOL

## Accessibility 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**

#### **AIMS**

We aim to provide a safe and happy environment, where our pupils can grow in confidence, through opportunities to work with others, to acquire the education and skills to achieve their full potential

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

What we want to be known for and where do we see ourselves in 5 years time:

- Skill development – an appropriate and relevant 'outstanding' curriculum and extended curriculum.
- Enabling Independence - through relevant skills and experiences (extended boarding provision) (work , enterprise and college extended support.)
- ICT – for lifelong learning, communication and employability.
- Practical Learning Experiences to build self esteem, confidence, team work, social interaction and promoting a healthy lifestyle for body and mind.
- Speech language and communication
- Partnerships – working with other schools and community groups. Alfriston as a 'flagship' locally and nationally.

### **1B: Information from pupil data and school audit**

Alfriston is a Special school Academy for girls aged 11 – 19 years with moderate learning difficulties and associated disabilities. There are approximately 150 pupils on role. All of our pupils are therefore included in the DDA definition of disability.

Pupils attend Alfriston from all over the county and other local authorities. There is a weekly boarding provision for 20 pupils.

Being a special school, we provide for these disabilities in the way that our school is organised and in our curriculum. We are unable to provide for pupils with physical disabilities that affect their mobility as the premises are unsuitable.

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

- Use contextual data on pupil progress to inform practice and to raise pupil attainment

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

The plan is informed by the views and aspirations of disabled children and young people themselves; the parents and carers of disabled pupils and the priorities of the local authority.

## **2. The main priorities in the school's plan**

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

As a special school, all the priorities in our school development plan are relevant to increasing participation in the curriculum, and to creating opportunities for participation in activities and events outside the formal taught curriculum.

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

##### **Strategic long-term plan**

To establish the use of Information technology as an enabler for lifelong learning, communication and employment

- 1 i) To further develop the use of technology in teaching and learning and staff communication
- 1 ii) To develop the administrative use of technology in parent communication and in record keeping

##### **Teaching and learning**

- 2 i) To create a positive learning environment through effective use of CPD
- 2 ii) To review the KS4/5 curriculum blocks
- 2 iii) To review our use of assessment data for informing teaching and in reporting to parents
- 2 v) To introduce a whole school literacy strategy
- 2 iv) To review and develop our Post 16 provision to include creating business links to raise employability opportunities for our girls

##### **Pupil well-being**

- 3 i) To support the social, emotional and mental health needs of pupils
- 3 ii) To review our policy on behaviour and the school's reward system

##### **Management and support**

- 4 i) To gain a clear, shared understanding of the whole school vision and aims
- 4 ii) To establish clear roles and effective practice for the new leadership posts
- 4 iii) To optimise the use of premises including designing and building a media suite

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

- Improve facilities for performing arts
- Develop use of ICT

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

As there are no pupils in the school who are not disabled, this does not apply. All pupils have information provided in a format that is accessible to them.

### **3. Making it happen**

#### **3A: Management, coordination and implementation**

##### **The planning process:**

The school governors and senior managers have responsibilities covering every area of the school's activities. The School Development Plan is the over-arching plan, and incorporates the accessibility plan.

All other policies and plans in the school relate to accessibility including:

- professional development plan;
- asset management plan;
- health and safety policies.

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

##### **The school makes its accessibility plan available in the following way:**

- Hard copies are available through the school office
- Publication on the school website

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