



NETHERTHORPE SCHOOL

SCIENCE AND MATHEMATICS COLLEGE

Learn • Enjoy • Succeed

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Netherthorpe School

Accessibility Plan

Date Approved: September 2017

Date of Next Review: September 2020

Accessibility Plan for Netherthorpe School - Review

Mission Statement:

Netherthorpe School will strive to ensure that it provides the best possible education for all pupils regardless of physical disability or physical impairment. We recognise our duty under the Equality Act 2010 and aim to provide equality of access for all. Parents, staff and governors will pull together to ensure the best possible outcomes for all our pupils and strives to provide equality of access.

Introduction to Procedures

This plan covers **three** main areas of duty. These are reviewed annually using the attached appendices containing student specific information. These areas are:

- **To improve the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**
- **Increase the extent to which disabled pupils can participate in the School's curriculum.**
- **Improving the delivery of information to pupils and parents.**
- **Ensure those students with EHCP access needs are met as per the Derbyshire 'Local Offer'**

The Special Educational Needs Co-ordinator (SENCO) liaises with teachers from the services for Physical Impairment (PI), Visual Impairment (VI) and Hearing Impairment (HI) on a regular basis. All three services come into school half-termly or on a 'as needs must' basis to meet with identified students. These teachers also provide a link to other outside agencies and medical services to inform the school of the current position regarding the named students.

Physical Environment

Physical Impairment

Handrails and ramps are in place on all outlying teaching rooms. A concrete ramp is in place for access into the Science block. A portable ramp is available for access to the Quad rooms where there are steps. There is also a manual wheelchair available for use kept in the school medical room.

Visual Impairment

Site staff have ensured visual hazards are highlighted using yellow paint or 'Trip hazard' tape. Areas include stairs, steps and chamfered ramps.

Hearing Impairment

The Fire bell has been approved and is tested in accordance with legislation to ensure all students can hear the fire alarm.

Access to the Curriculum

Physical Impairment

All teachers are informed of any student with physical impairment. Consideration is given to timetabling rooms for easier access by KEB. The majority of these students require seating arrangements to meet their needs.

In addition to the above a specialist medical supervisor is in post to support students with medical conditions including the administration of prescription medication. Specialist TA's are also provided to ensure full access if required by EHCP which includes personal care/toileting if required.

Visual Impairment

Netherthorpe has a number of students with visual impairments. The students are provided with a transition package prior to starting Netherthorpe. Students are invited to visit the school several times prior to joining the school or to aid transition from primary to secondary school. Where possible the student's Teaching Assistant (TA) and staff from the VI service will accompany the student. The teacher for VI meets with all subject and support staff as necessary. She has provided all staff with recommendations for teaching styles and approaches.

Departments have bought specific items and other items have been loaned from the VI service.

The VI teacher meets the student and any TA concerned to ensure any issues are resolved.

For those students who are blind adaptations are made as per advice from the county mobility/rehabilitation officer (tactile flooring, 'Bump ons' etc.). An extensive period of orienteering of the school is also organised in conjunction with the V.I service.

Hearing Impairment

We have a number of students with hearing impairment who meet regularly with the teacher from the HI service. The majority of these students require differentiated seating arrangements to meet their needs. Loop systems are also available if appropriate

All students seen by the Support Services are reported upon and copies are stored in the school information system (Sims). Copies of all reports are also sent to parents.

Delivery of Information for all students.

Each student with a disability or learning difficulty is assessed to ensure the teaching and information materials are presented in such a way that allow appropriate access to the curriculum.

- **Live** speakers for MFL or use of audio tapes for listening and speaking assessments Use of enlarged screens in ICT
- Use of own copy of PowerPoint when teachers are using the Interactive Whiteboard.
- Transition packages
- Visual prompts

- Visual timetables
- Agreement in place to allow lunch to be eaten outside designated areas
- Use of coloured paper- *dyslexic/ Stoptopic sensitive students*
- Enlarged mouse for fine motor skills
- TA assisting with Speech and Language therapy
- Smaller form groups in Y7 supported by TAs to ensure all information reaches Y7 students.
- Specialist Braille proficient TA's to support blind students.
- Specialist TA's to support students with complex medical needs.
- Individualised timetables for those students unable to follow a mainstream curriculum.
- Specialist curriculum support via the Learning support HUB
- Specialist sessions for those with Autism to help to develop social awareness

Appendix 1

NETHERTHORPE SCHOOL

ACCESSIBILITY PLAN

IMPROVING ACCESS TO THE CURRICULUM

TARGET	LEAD RESPONSIBILTY & KEY PERSONEL	RESOURCES & COSTING	PERFORMANCE INDICATORS/ EXIT CRITERIA	MONITOR & REVIEW	SUCCESS CRITERIA	EVALUATION REVIEW
Focus on Individual needs including students with additional educational/physical needs	-Deputy Headteacher – Curriculum Personalisation -SENCO -Services for Visual/Hearing/ Physically Impairment	Time	Greater number of Individual programmes in place	Pupil/Parent Voice	More students on Independent Learning Programmes Student able to access curriculum	Students are on individualised time tables ensuring maximum access to curriculum. (Termly MCH)
Improve ICT Provision. Particularly for groups of students – Visual Impairment	Head of Department (HOD)- ICT Cavendish Trust IT support services	Time Student Laptops	Improved access to information and systems	System in use	Staff/Students/Parents accessing the system	Sufficient Laptops available for those that require them. (Annually MCH SC)

NETHERTHORPE SCHOOL

ACCESSIBILITY PLAN

IMPROVING THE PHYSICAL ENVIRONMENT

TARGET	LEAD RESPONSIBILITY & KEY PERSONEL	RESOURCES & COSTING	PERFORMANCE INDICATORS/ EXIT CRITERIA	MONITOR & REVIEW	SUCCESS CRITERIA	EVALUATION REVIEW
<p>Improve response to minor repairs and link culture of care</p> <p>Ensure all areas of the school are Equality Act 2010 compliant</p> <p>Departments to ensure own planning is inclusive for all students</p>	<p>Site Manager</p> <p>Business Manager / Site Manager</p> <p>HODs</p>	<p>Use of intranet to track defect reports</p> <p>Site maintenance</p> <p>Time & funding</p>	<p>Areas of school site easier to access for disabled students. Pupils respect school site.</p> <p>Lower maintenance costs</p> <p>Each Dept. meets the requirements of all students</p>	<p>Impact on T&L</p> <p>Annual site Inspection</p> <p>Survey of users via review process and DCC support service visit records</p>	<p>System working well. School site compliant with 2010 Equality Act</p> <p>All students able to access all main teaching areas. HODs to rearrange teaching to accessible rooms or ensure rooms made accessible.</p>	<p>Building/Care Plans and Evacuation procedures have all been checked by DCC occupational health and disability services. Ongoing liaison with these agencies to ensure continuous improvement. (Annually MCH DC)</p> <p>Checked through annual Department Reviews</p>

NETHERTHORPE SCHOOL

ACCESSIBILITY PLAN

IMPROVING THE DELIVERY OF INFORMATION

TARGET	LEAD RESPONSIBILITY & KEY PERSONNEL	RESOURCES & COSTING	PERFORMANCE INDICATORS/ EXIT CRITERIA	MONITOR & REVIEW	EVALUATION
Audit delivery to disabled students of information such as Audio MP3, DVD/CDs, use of symbol system, large print, Braille, simplified language	SENCO/HODS	Time	Alternative ways of delivering written information embedded in SOW	Students with disabilities surveyed	Teaching & Learning Toolkit (Annually)
Audit of written information sent to parents and carers	Office Manager/ SENCO/ SEN Administrator	Time	Improved communication with parents	Parent surveys/parent voice	Parents with disabilities able to access information. (MCH Annually)