

# Netherthorpe School

## Accessibility plan



**Date:** September 2020

**Next review due by:** September 2023

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Netherthorpe School is committed to providing all students with equal access to a broad and balanced curriculum which best meets their needs and to secure the best outcomes for each individual child.

Our school is committed to promoting a sense of belonging and provide equal opportunities to all students; our admissions policy makes no reference to protected characteristics, such as gender, or religious values.

Netherthorpe School views parents as partners in the education of their children. We value parents and students as ‘experts’ and we will consult regularly to ensure that a full picture of need is generated, progress is reviewed and the next steps for the student can be generated through person centred planning.

We are committed to working collaborating with students, parents/carers and external agencies to achieve the best outcomes for each individual student.

The objectives of the school’s SEND and Inclusion policies are to ensure appropriate access for all, raise the levels of literacy and numeracy, develop self-esteem, develop personal and social skills and to provide support for those students with special educational needs in order that they may respond more effectively to the demands of the curriculum and show progression in their personal, social and emotional development over time.

The school environment has been adapted in various ways to support disabled students in having full access to the school site, e.g. tactile paving to support visually impaired students and a hoist and therapy room for physically impaired students

The Accessibility plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Netherthorpe School works in collaboration with a range of external agencies which form part of Derbyshire’s Local Offer: [Directory \(derbyshire.gov.uk\)](http://Directory.derbyshire.gov.uk)

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please contact Mrs Banks (SENDCO) in the first instance via the school office.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils. SLT and HOD continually review the appropriateness of the curriculum for students and groups of student in response to arising needs.</li> <li>All staff have access to the 'Responsive Teaching Programme' and a comprehensive programme of CPD which is aimed at improving awareness and knowledge of a range of needs affecting student learning.</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum, for examples access to laptops, reading pens,</li> </ul>	<p>Increase staff awareness of strategies to support learners with a range of SEND through targeted CPD and coaching.</p> <p>Raise awareness and knowledge of reasonable adjustments and strategies to support hearing impaired students, e.g. seating arrangements, visual aids</p> <p>To use technology to remove barriers to learning.</p>	<p>Delivery of high quality CPD for staff through responsive teaching programme, 'The Science of Learning' and engagement with consultancy for key students.</p> <p>Key staff to complete training with the Hearing Impairment Service</p> <p>To allocate laptops and reading pens to students in KS3 to enable access to the curriculum and to develop this as their</p>	<p>CBN HMV KKE AGR</p> <p>CBN</p> <p>CBN HMV</p>	<p>July 2021</p> <p>July 2021</p> <p>July 2021</p>	<p>Increase in student need being met through differentiation and personalisation within mainstream lessons via quality first teaching.</p> <p>Greater awareness of strategies to support students with a hearing impairment. Greater engagement with the curriculum and accelerated progress.</p> <p>Use of technology will accelerate progress for students with literacy difficulties.</p>

	<p>visual aids, key vocabulary etc.</p> <ul style="list-style-type: none"> <li>Students with SEN and Disabilities have a personalized Learning Plan to support in tracking their progress and identifying gaps in learning and next steps.</li> <li>Targets are set effectively and are appropriate for pupils with additional needs. Students with Learning Plans have termly reviews of their progress.</li> <li>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</li> <li>Our focus on Quality First Teaching ensures that student needs are met within the classroom. Where need extends beyond this, students take part in interventions that are evidence based and clearly measurable.</li> <li>A specialist medical supervisor is in post to support students with medical conditions including administration of medication. Specialist TA's are also</li> </ul>	<p>To use technology to engage students in learning whilst they are self-isolating or in the event of a class or year group closure (Covid 19).</p> <p>To ensure that all eligible students are assessed for access arrangements in readiness for their GCSEs.</p>	<p>normal way of working in readiness for GCSEs (access arrangements).</p> <p>To ensure that students have access to technology (i.e. laptops, Wi-Fi dongles) to allow access to the remote learning (Microsoft Teams live lessons and remote learning packs). Laptops and dongles will be allocated to students where it is identified that this technology at home is unavailable.</p> <p>Delivery of CPD to enable all staff to be clear on the access arrangement procedures and 'normal way of working' statements.</p> <p>Assessor to co-ordinate assessments for all eligible students and submit these to JCQ for approval. To liaise with Exams Officer to facilitate the implementation of access arrangements.</p>	<p>HMV NCO CBN</p> <p>CBN</p> <p>CBN J Cooke (Exams) JCO RGR</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All students will be able to access live lessons and remote learning packs in the event of a class or year group closure.</p> <p>All eligible students will have appropriate access arrangements in place for their GCSEs.</p>
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	provided to ensure full access if required by EHCP students which includes personal care/toileting if required.	Full implementation of the Edukey Provision Map software to increase availability of SEND information to all staff.	Edukey software to be fully implemented by July 2021.	CBN	July 2021	Increased availability of SEND information and increase in student need being met through QFT.
Improve and maintain access to the physical environment	<p>The environment of Netherthorpe School is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps and accessible elevator. All corridors are accessible by wheelchair users. Handrails and ramps are in place on all outlying teaching rooms. A concrete ramp is in place for access into the Science block.</li> <li>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.</li> <li>Visual hazards are highlighted using yellow paint or 'Trip hazard' tape. Areas include stairs, steps and chamfered ramps.</li> <li>The Fire bell has been approved and is tested in</li> </ul>	To assess the accessibility for hearing impaired students and raise awareness of strategies to support students with a hearing impairment.	Hearing induction loop to be serviced in reception to support HI learners and visitors	CBN SCU	July 2021	Induction loop serviced in reception to provide accessibility for HI service users.
		To develop 6 <sup>th</sup> form social and study spaces to increase accessibility and inclusion for wheelchair users.	To develop the Inclusion room (next to 65a) to be a '6 <sup>th</sup> Form Inclusion Room' providing an accessible study and social space for wheelchair users and disabled students, therefore promoting inclusion and independence.	CBN SCU	July 2021	Clear accessible study space established for SEND 6 <sup>th</sup> form students and particularly wheelchair users.
		To increase the number of mobile disability ramps available in school.	To purchase additional mobile ramps and ensure these are available at various points around the school for ease of access.	CBN	2021	Increased number of disability ramps available in school.
		To assess the appropriateness of classroom displays for learners with sensory	To audit school displays and co-ordinate displays and decoration to reduce distraction and overload for learners with sensory	CBN HODs	July 2021	Reduction in sensory overload for students with sensory

	<p>accordance with legislation to ensure all students can hear the fire alarm.</p> <ul style="list-style-type: none"> <li>• Disabled parking bays and electronic access to main entrance doors.</li> <li>• Disabled toilets.</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Height adjustable desks</li> <li>• Fixed and mobile hoists.</li> <li>• Tactile paving to support visually impaired students and staff.</li> <li>• Disabled students are taken into consideration when allocated rooms on the school timetable to ensure ease of access and evacuation.</li> <li>• Access to technology to support learning (e.g. Dragon software, laptops, reading pens etc).</li> </ul>	<p>difficulties.</p> <p>To support students with sensory difficulties, particularly auditory difficulties to develop strategies to manage sensory overload.</p> <p>To support students experiencing separation anxiety at the start of the day.</p> <p>Increase availability of 'safe spaces' for students experiencing anxiety and 'overload' throughout the school day.</p>	<p>difficulties.</p> <p>To identify students who would benefit from noise reducing ear buds to reduce sensory overload.</p> <p>To increase the number of 'meet and greets' for student experiencing separation anxiety and therefore are at risk of school refusal. Explore availability of alternative entrances as appropriate.</p> <p>To explore and implement safe spaces for students to access to regulate their emotions before returning to lessons.</p>	<p>CBN PSMs</p> <p>CBN PSMs BCA</p> <p>CBN NCO PSMs</p>	<p>July 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>difficulties.</p> <p>Increase in students wearing noise reducing ear buds and therefore accessing school more effectively.</p> <p>Students enter school more effectively each morning and separation anxiety is reduced.</p> <p>Students will be able to regulate their emotions with support in safe spaces before returning to lessons. Reduced anxiety in school.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible to all students. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> </ul>	<p>Develop the use of TV screens around school to deliver important information to students.</p>	<p>Key information to be shared on the TV screens around school.</p>	<p>IT team PSMs</p>	<p>Ongoing</p>	<p>Improved communication with students.</p>

	<ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Coloured paper, books and/or overlays to support students with visual/sensory impairments.</li> <li>• Pictorial or symbolic representations visual aids for use in lessons.</li> <li>• Teaching assistant learning packs for use in lessons.</li> <li>• <b>Live</b> speakers for MFL or use of audio tapes for listening and speaking assessments Use of enlarged screens in ICT</li> <li>• Use of own copy of PowerPoint when teachers are using the Interactive Whiteboard.</li> <li>• Enhanced transition packages</li> <li>• Visual prompts</li> <li>• Visual timetables</li> <li>• Agreement in place to allow lunch to be eaten designated places/ 'safe spaces'.</li> <li>• Use of coloured paper-dyslexic/ Stoptopic sensitive students</li> <li>• Specialist sessions for those with Autism to help</li> </ul>	<p>Improve communication with students via daily bulletins.</p> <p>All students with sensory difficulties to be catered for in lessons, e.g. alternative coloured paper/books, overlays.</p> <p>All EHCP/LAC and vulnerable students to experience enhanced transition in Y6/7 and Y11/12.</p> <p>Reading age data to be easily accessible and used by all staff to inform planning</p>	<p>Implement daily student bulletin to be shared during Personal Development (PD) time</p> <p>Student information to be shared on Edukey profiles to ensure that staff are aware to cater for individual sensory needs.</p> <p>Enhanced transition packages to be offered to key students to ensure that information is shared in a MAT approach, as well as ensuring personalised support in place for each student.</p> <p>Reading data to be shared with staff at the start of each year and at key data points to ensure staff use this to inform their planning for key students. 'Text Reading Age' app to be shared to allow staff to assess the appropriateness of their differentiated resources.</p>	<p>HOS Reception staff</p> <p>CBN SCU</p> <p>CBN SCU HOS</p> <p>CBN TRO</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Improved communication with students.</p> <p>Increase in student need being met in lessons via QFT.</p> <p>Successful transition at key stages.</p> <p>Increase in engagement with reading age data and accelerated progress for learners where texts have been differentiated to allow learning to take place within a zone of proximal development.</p>
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	<p>to develop social awareness.</p> <ul style="list-style-type: none"> <li>• Speech, Language and Communication Therapist working in school one day per week.</li> <li>• CBT therapist working in school for 0.5 day per week.</li> <li>• 2 on site counsellors and 2 members of staff are trained as mental health first aiders.</li> <li>• Behaviour support programmes, such as Thinking for the Future and Commando Joes</li> </ul>	<p>To ensure that school policies are accessible to all, e.g. parents, students.</p>	<p>To implement QR codes or audio links to school policies to allow audio/video versions of key policies to support students and parents with additional needs or disabilities accessing this information.</p>	<p>SLT</p>	<p>Ongoing</p>	<p>Policies available in alternative formats to support students, staff and parents with additional needs.</p>
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the trustees of the Cavendish Learning Trust.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Whole school risk assessments
- Health and safety documentation
- Special educational needs (SEN) information report

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>Netherthorpe School is a large site with a range of buildings varying in age and size. Cavendish court (built in 2012) has 2 storeys with an open balcony accessible via stairs or accessible lift.</p> <p>The Science, IT, canteen, MFL and Maths quads are all on the ground floor and easily accessible via corridors and the outside space.</p> <p>The Sixth Form study area is accessible via stairs with no elevator access. Therefore the current sixth form study area is not accessible to wheelchair users.</p>	<p>No access issues identified as part of the audit.</p> <p>To develop the Inclusion room (next to 65a) to be a '6<sup>th</sup> Form Inclusion Room' providing an accessible study and social space for wheelchair users and disabled students, therefore promoting inclusion and independence.</p>	<p>CBN SCU Site Team</p>	<p>July 2021</p>
Corridor access	<p>Corridors at Netherthorpe are wide and easily accessible to all users. Corridors are well lit and free of obstacles.</p> <p>Tactile paving to support visually impaired students and staff.</p>	<p>No access issues identified as part of the audit.</p>	<p>CBN RGR (H&amp;S Lead)</p>	

Lifts	The lift in Cavendish Court has been approved and is tested in accordance with legislation to ensure all students can access this as required.	No access issues identified as part of the audit.	CBN RGR (H&S Lead)	
Parking bays	There are 3 disability parking bays marked at the front of school.	No access issues identified as part of the audit.	CBN RGR (H&S Lead)	
Entrances	All entrances in Cavendish Court have accessible electronic pads for ease of access to disabled users. Cavendish Court entrances to classrooms are on ground level and are therefore accessible to wheelchair users.  Quad classrooms are accessed via a step.	Increase the number of portable disability ramps in school and ensure these are positioned freely around school for ease of access.	CBN RGR (H&S Lead)	July 2021
Ramps	There are various accessible ramps around school that can be accessed by disabled users. Quad classrooms are accessed via a step and therefore a portable ramp is required.  The ramp next to Art is of a steep gradient.	As above, increase the number of portable disability ramps in school and ensure these are positioned freely around school for ease of access.  Complete a full assessment to establish if the gradient of this ramp needs adjustment.	CBN RGR (H&S Lead)  CBN RGR (H&S Lead)	July 2021  2021
Toilets	Disability toilets are available in all areas of school.	No access issues identified as part of the audit.		

Reception area	<p>The reception area is accessible on the ground level and desks are positioned at wheelchair height. Accessible electronic pads are present for ease of access to disabled users.</p> <p>Induction loop to be serviced for hearing impaired visitors or learners.</p>	Hearing induction loop to be checked in reception to support HI learners and visitors	CBN RGR (H&S Lead)	July 2021
Internal signage	Signage is clear and in good condition to support all learners.	<p>Explore the need for signage to be further developed to include braille on room numbers.</p> <p>No access issues identified as part of the audit.</p>	CBN RGR (H&S Lead)	2021
Emergency escape routes	<p>PEEPs in place for disabled students.</p> <p>Clear evacuation plans in place which are well rehearsed with students.</p> <p>1:1 walk through implemented for key students with individual evacuation plans.</p> <p>Regular practice and monitoring in place in line with national policy and guidance.</p>	No access issues identified as part of the audit.	RGR (H&S Lead)	