Sydenham School Accessibility Plan

Approved by:	Gloria Lowe	**Date:** 13.10.20
Last reviewed on:	October 2019	
Next review due by:	October 2021	

Contents

....

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.

Through our Equality Policy the school aims to:

- Promote achievement in its widest sense, and enjoyment of life-long learning
- Support all members of the school community to understand that purposeful learning can take place through experimenting with new ideas, taking risks and making mistakes, this is encapsulated through our commitment to the High-Performance Learning Framework.
- Develop excellent teaching which promotes and ensures high quality learning, so that students learn effectively and achieve at their highest level
- Create an environment that values everyone and the contribution that everyone can make
- Actively narrow the gaps in progress and achievement between different groups, including when related to ethnicity, disadvantage or SEND.
- Provide a safe and positive environment for all, and one which challenges discriminatory and anti-social behaviour
- Promote positive images and role models that celebrate and use the school's diversity to foster high expectations
- Develop a community which is vibrant, caring, creative, diverse, inspiring, welcoming, harmonious and aspirational
- Re-affirm consistently our belief that we should all treat others as we wish to be treated ourselves, and celebrate our common humanity
- Ensure that the school Behaviour Policy is enacted in a way that fulfils Sydenham's statutory Public Sector Equality Duty.
- Encourage students to understand their responsibilities as well as their rights, and support parents and carers in developing this understanding with their children

- Develop in all members of the community a willingness to celebrate the common elements of our multiple cultures and values rather than highlighting areas of conflict
- Actively encourage the appointment of staff at all levels who reflect the diversity of the school and wider local community
- Ensure that any bullying which relates to protected characteristics is dealt with seriously and in line with the school's anti-bullying policy.
- Ensure that the school does not discriminate against a student because of the sex, race, disability, religion or belief, sexual orientation, maternity status or gender reassignment of another person with whom the student is associated.
- Ensure that there is no unlawful behaviour (direct discrimination, indirect discrimination, harassment or victimisation) within Sydenham School.

The 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 and is an active partner with the London Borough of Lewisham and other home boroughs for students with special educational needs and disabilities.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

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 Include established practice and practice under development	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all students. We use resources tailored to the needs of students who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. These are broken down further for students with IEPs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Improve links with the families of students with a disability, including in the maintenance and review of IEPs. Maintain work of specialist TA for students with a VI and HI and ensure training disseminated amongst staff.	TA development: attend workshops on VI through the borough and use specialist knowledge to disseminate good practice to staff. VI TA organises teacher training for VI and HI impairment students. Ensure regular monitoring of in class provision for HI and VI students.	SHY	Review each term	Positive parent/carer voice from families of students with a disability, gathered through IEP reviews. Positive Progress 8 scores for students with a disability. Positive student voice from students with a disability, gathered through IEP reviews.

	Support for students with a visual impairment: Specialist TA works with Specialist VI and HI team during their Outreach visits. Update IEPs and inform teachers of changes. Impero installed on all computers. This links to the students` own devices so they see an enlarged version of the whiteboard. TAs adapt the work for VI students so they can access it in lessons. This involves simplifying the slides and enlarging the font on powerpoints. HI TAs ensure live voice is available for listening exams in languages/ transcripts. TAs ensure and remind teachers to use subtitles for videos being shown to the class. Laptops for PD students if they struggle to hand write. IEP updates and meetings with student and parents to discuss targets and update the IEP.					
Improve and maintain access to	The environment is adapted to the needs of pupils as required.	To maintain access to the school building	Moving and handling training.	SHY/CFH	Review each term	Positive parent/carer voice from families of

the physical environment	This includes: - Ramps - Elevators - Corridor width - Disabled parking bays - Disabled toilets and changing facilities Students have lift passes. Students are allowed to leave lessons 5 minutes early to make movement around the school easier. Specially adapted cutlery is always available for a PD student at lunchtime. TA walks with the student during lesson changeover, due to the risk of falling. TA sits with the student at lunchtime due to the risk of choking. They know the procedures if a student chokes (first aid training). TA meets OT and physio when they visit school to know how to support the student physically.	during Covid-restrictions ensuring students can still use lifts. To ensure that there is a clear plan in place for students with PEEPs. To ensure there is adequate staff trained in handling techniques.	Feedback to staff on seating in the class/ procedures if a PD student becomes unwell. Meetings of wheelchair users across the school to be organised so that PD students feel more included.			students with a disability, gathered through IEP reviews. Positive Progress 8 scores for students with a disability. Positive student voice from students with a disability, gathered through IEP reviews.

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage in blue and yellow for Covid to make it easy to see • Signage around school adapted with advice of VI specialists to ensure VI students can identify location in school. • Sign above classroom doors of VI students to ensure they can identify classrooms easily.	To ensure that signage around school continues to be maintained and updated to support the needs of VI students.	Work with new premises manager to ensure the needs of VI students are fully embedded into the school approach to premises.	SHY/CFH	Review at IEP reviews	Positive parent/carer voice from families of students with a VI, gathered through IEP reviews. Positive student voice from students with a VI, gathered through IEP reviews.

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 headteacher.

5. Links with other policies

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

- Health and Safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	4 stories	Ensure lifts maintained so full access to site	CFH	Ongoing
Corridor access	Corridors are wide for students to get down in wheelchairs	Ensure maintenance of single file in Covid conditions to make it safe to get past in a wheelchair	DGG	Ongoing
Lifts	There are lifts available to each form	Ensure lift passes are kept up to date	JSR	Ongoing
Parking bays	The school has disabled parking bays by the main car park entrance into the building	None	NA	NA
Entrances	The main entrance to the school is accessible via lift. The side entrance is accessible on the ground floor.	None	NA	Na
Ramps	The school has internal ramps where there is a slight change in building height. There are external ramps to the Reception and Ampitheatre	Ensure the main entrance ramp is accessible in the mornings when used for Year 7 line up	DGG	Ongoing

Toilets	There are disabled toilets on each floor	None	NA	NA
Reception area	The main entrance to the school is accessible via lift. The Reception Desk is lowered at the side so accessible in a wheelchair	None	NA	NA
Internal signage	The school's internal signage has been adapted with the input of a VI specialist.	Ensure that signage around school continues to be maintained and updated to support the needs of VI students.	CFH	NA
Emergency escape routes	PEEPs are in place for students with a disability. Evac chairs are in place.	Ensure that relevant staff are trained in PEEPs and use of Evac chair including for practice evacuations.	CFH	NA