



The Collett School
Special Educational Needs

The Collett School Policies, Guidance & Procedures

The Collett School School Accessibility Plan

Date established: 1 January 2015

Reviewed: October 2016

Date for further review: 1 September 2017

Introduction

The Equality Act 2010 was drawn up to tackle inequality and prevent discrimination against people on the basis of 'protected characteristics'. It brings together several existing laws and aims to make understanding the law simpler. It also introduces a new single public sector equality duty, which requires public bodies to actively advance equality.

The duties set out in Chapter 1 of Part 6 of the Equality Act apply to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.

'Protected characteristics'

The Equality Act lists a number of characteristics which must not be used as a reason to treat some people worse than others. These are:

- **age;**
- **disability;**
- **race;**
- **sex;**
- **pregnancy, maternity and breastfeeding;**
- **gender reassignment;**
- **religion or belief;**
- **sexual orientation.**

A person can experience direct discrimination because of a protected characteristic, even if the person does not have the characteristic himself/herself:

- Discrimination because of **perception** takes place where someone is treated worse than others because they have been perceived to have a characteristic.
- Discrimination because of **association** takes place when a person is treated worse than another person because they associate with a person with a protected characteristic.

Definition of Disability

You're disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Key Objective of The Collett School's Accessibility Plan

To reduce and eliminate physical and metaphorical barriers that hinder pupils' full access and participation in our school curriculum and facilities. Also, to ensure all our stakeholders have accessible information about the school.

Principles

- Compliance with the Equality Act 2010 and actions that actively advance equality for the sake of our pupils as they traverse into adulthood and access wider services with increasing independence.
- The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the new National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting ambitious learning challenges based on a secure knowledge of the child's abilities
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning
 - assessment for individuals and groups of pupils

Considered In The Audit: physical and metaphorical barriers

Getting To The Premises

- Parking
- Approach and routes to entrance
- Lighting and signage to entrance
- Surfaces of approach
- Street and grounds furniture

Getting Into The Premises

- Steps and ramps
- Entrance doors and thresholds
- Reception areas including desks, seating and lighting

Getting Around The Premises

- Lateral circulation, width of corridors etc
- Internal direction signs
- Floor surfaces, and tonal contrasts of surfaces
- Vertical circulation - lifts and stairs

Using The Services In The Premises

- Toilets, washrooms, changing and bathroom facilities
- Access to and in eating and bar areas
- Public room access and layout
- Lighting, heating and acoustics
- Accessibility of switches, handles and controls
- Seating and furniture
- Telephones and electrical equipment
- Alarms and acoustics

Getting Out Of The Building

- Fire exits and escape routes
- Emergency lighting and warning systems
- Safe refuge areas in event of fire

Managing The Building

- Keeping routes clear and obstructions removed
- Maintenance of lighting, heating and alarm systems

Our 'core business' of education

- Attitudinal approach of staff
- Working to achieve consistently outstanding education that enables each child to shine as a result of their engagement with learning and personal development. That this outstanding education is benchmarked and qualified as such by external bodies including Ofsted, NAS and LDD specific awarding bodies.
- Training and provision for staff to ensure current and best practices to support each learner and our wider partners and stakeholders
- Effective monitoring of our business that evidences how we take into account our stakeholders' views and requirements
- Accessibility of our publicity material, menus etc.
- Letters and correspondence with stakeholders – content, format (media etc.) and accessibility
- School curriculum – relevance, purpose, breadth, foci, quality of provision
- Access to examinations and qualifications for pupils in order to access adulthood with increasing confidence and skills
- Active safeguarding of our pupils, extending to their families and enabling clear and fair procedures and policies
- Ensuring we support families and pupils to access additional support, care and guidance that can be better provided by other specialist providers

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective and aspects identified through the audit (above).

a) Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The School has a plan of training and development as a key element of the School's Improvement and Development Plan that is updated regularly.

The curriculum at The Collett School is designed to support all pupils access learning, taking into account their abilities, starting points and expected rates of progression as benchmarked with national data. The focus of the curriculum centres around the development and improvement of pupils' skills in communication and language, their personal, social and emotional development alongside their physical development.

The school's curriculum and School Improvement and Development Plan is monitored and evaluated regularly by the teachers, staff, middle and senior leadership teams and, the governing body.

b) Physical environment

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school continues to develop as a result of the needs of the pupils. Creating inviting and warm spaces that de-institutionalise the building as a 'school' and more of a homely learning environment is part of our deliberate strategy to link learning between environments.

The school is built on a hill and has internal steps between levels in the school. It is the plan for the school to include a lift between three layers of the school. The school is working to fundraise and access funding through the NHS and the LA.

The school is seeking to work with the LA in determining the capacity of the school and, in the light of changes to the intake of the school, what requirements will be needed in terms of physical changes to support children with complex physical difficulties.

c) Provision of information

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The School can produce information on a larger format, or through audible devices should this be requested. We often send information home in larger format for those we know benefit from this. Stakeholders are consulted regularly as to the effectiveness of our communication and information.

d) Financial planning and control

The Headteacher with Senior Leadership Team, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

The Collett School ACCESS Action Plan

Linked Policies

This Plan will contribute to the review and revision of related school policies and guidance, e.g.

- The Collett School Disability Access Audit and Delivery Plan
- School Improvement and Development Plan
- Staff training and development planning
- Building and site development planning
- Fundraising planning
- SEND provision and requirements
- Equalities Act
- Curriculum policies
- Governor training

The Collett School Access Action Plan 2015-2017

CURRICULUM ACCESS

Ensuring every child can access learning to make good and outstanding progress.

CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			What are the issues to action and evaluate re: Improving Access?		
<p>SIDP Priority: Assessment New Assessment – CAPPs system being rolled out. Minimum 2 data points required for every subject for analysis of progress.</p> <p>Personalised Learning targets exemplified through bespoke examination programme.</p> <p>Targets are set for all pupils and reviewed termly.</p> <p>Minibus that takes wheelchair users and includes these pupils in our daily curriculum</p> <p>Building programme to support curriculum – treehouse classes, life skills house, artisan centre</p>	<p>Tracking system using SIMS – newly created</p> <p>Tracking pupil progress through meetings with specialist teachers, Head, Deputy, Lead teachers, class teachers. Work scrutiny, progress against targets and identification of progress against targets (individual and group) and success/ planning of interventions.</p> <p>Current minibus' do not have wheelchair access. Cost circa £50K</p>			<p>Does everyone know what good and outstanding progress looks like? How is every member of the school communicating the understanding of what good and outstanding progress looks like? Monitoring of progress for vulnerable groups – what is the evidence trail? What interventions have the highest rate of success? What value does Pupil Premium have for those eligible?</p> <p>How will these buildings support the curriculum? How will they support the children and families of those at the school? How will these buildings support the school in its work regarding PSD improvements, life, living and work skills as well as supporting ex pupils and the community?</p>		
ACTIONS (including staff training needs)	ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
<p>Termly Pupil Progress Meetings – interrogation of the data on behalf of each child – establishing accountability of the teacher.</p> <p>Review progress of children on Intervention programmes termly.</p> <p>Teachers' analysis of their own data forming focus in CPD and improve teaching</p>	Head Deputy Lead Teachers	Termly	Cover Meeting time	School Budget	80% of pupils make targeted progress.	<p>Teacher tracking</p> <p>Pupils' attainment tracking</p> <p>Pupils' progress tracking</p> <p>Parent's feedback</p> <p>Pupils' feedback</p> <p>Staff feedback</p> <p>Moderation with other schools – ensuring standards</p>
		TOTAL COSTS				

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
Termly review by Senior Leadership Team and Lead Teachers	<p>Monitored and evaluated by Senior Leadership Team.</p> <p>Termly report to Curriculum Committee, fed into Whole School Governing Body meeting</p>

INTENDED IMPACT (see overall target)

That Intervention programmes operating in school enable pupils participating in them to make outstanding progress.

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PHYSICAL ENVIRONMENT- Disability Access

To improve pupils and other stakeholders' independence in accessing all areas of the school

Analysis of Current Situation	REQUIRED CHANGES, Costs	When
Minibus transport that includes wheelchair users in addition to current arrangements.	<ul style="list-style-type: none"> Purchase minibus with wheelchair tailgate for 2 wheelchair users (Apply : LA/ NHS) 	2015
Access to all areas of the school for wheelchair users and those with physical disabilities.	<ul style="list-style-type: none"> Lift from top to hall and hall to bottom corridors to enable accessibility between three of the four building levels (Apply LA/ NHS) Improved carpeting and flooring around door transition places (School budget) Remove closure systems on toilet doors to enable access to toilets (School budget) Door widening in toilets and changing cubicles (see below) 	2015
Installation of toilet facilities that enable supported access to toilets and, independent access to toilets	<ul style="list-style-type: none"> Toilet cubicles changed from 3 to 2 for boys and girls in Lower School and Bottom Corridor (Apply: LA/ NHS) Installation of higher toilet seat in disabled toilet x4 (circa £5K) (Apply NHS/LA) Closimat Toilet installed for wheelchair users with limited mobility (circa £4K) (Apply; NHS/ LA) 	2015
Access to the front of school for physically disabled pupils and safeguarding issues	<ul style="list-style-type: none"> Access to school same for all as a result of improved access to front of school Removal of steps, automatic doors, low height area to desk, seating for waiting. (Circa £50K – Application in to LA 2014) 	2015
Replacement of windows for safety reasons	<ul style="list-style-type: none"> Windows safe, better ventilation, change look in line with ethos of the school (circa £300K – LA AGREED : DUE 2015) 	2015
Establish capacity numbers with trial work with LA and DfE architect	<ul style="list-style-type: none"> Project to determine numbers, space and types of learning environments required along with storage and equipment needs for LD schools in Herts 2015. (Project delayed, though expected late Jan 2015 with Sheelagh Sullivan, Herts LA) 	2015
Improve playground equipment and activities	<ul style="list-style-type: none"> Improve physical activities including trampoline, 1:1 learning spaces, friendship spaces, learning outside environment (Friends of Collett, Fundraising) 	2015
Fencing around the school	<ul style="list-style-type: none"> Replace wooden fencing with wire fencing – preventing fences being blown over regularly and cost of repair. To be visible in the community, increased security of the site during school hours and outside of school hours. 	2016
Resurfacing road and playgrounds	<ul style="list-style-type: none"> Fundraising applications 	2016

What are the issues to action and evaluate re: success criteria for improved access?

Why is it important that pupils with physical disabilities can access the school as an able-bodied pupil? What impact will this have when this will occur? Why should a child/ adult with physical disabilities be able to ride in the same type of transport as our able-bodied pupils? Why not a converted car instead of a minibus? Why does there need to be a new entrance area when the current system has been in place since the school opened in 1964?

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INFORMATION

To increase awareness of the importance of accessible information for children with disabilities and their parents .

CURRENT SITUATION/ CRITICAL ANALYSIS	SUPPORTING EVIDENCE			REQUIRED CHANGES (particularly teaching and learning)		
Written materials provided in different formats.	Materials provided in different format to children and parents i.e. written, Internet, other languages eg Arabic, audio tape, PECs, Communicate in Print etc.			The school to continue making itself aware of the range of formats and services available from outside sources eg local authority, to assist with this task.		
ACTIONS (including staff training needs)	PERSONNEL/ ROLE	TIME SCALE	COSTS £	FUNDING SOURCE	SUCCESS CRITERIA	PROGRESS
Meet identified needs from within school resources and those found through additional research.	All staff	Ongoing	£200	School budget resources	Delivery of information to children with disabilities and their parents.	Headteacher
Address access to online homework provision that can be in different languages and with spoken language	SLT	July 2015	£3K plus	Consider budget/ fundraising	Improved access to the curriculum.	SLT, Governing Body
Large print versions of everything on the website continue to be made available on request	Subject leaders	July 2015	£3K plus	Consider budget/ fundraising	Improved access to school information for parents.	SLT, Governing Body
	Admin	Ongoing	Minimal	School budget	Increased involvement in school activities by children and their parents	
TOTAL COSTS			£3200			

PROCEDURES FOR MONITORING ACTIONS	PROCEDURES FOR MONITORING IMPACT
Discussion in Parents' Focus Group on Homework Monitoring by school leadership team Monitoring by admin	Increased satisfaction reported by children and their parents Reports from staff of increased level of participation in school activities by children with disabilities and their parents. Increased attainment by children and young people with disabilities.

INTENDED IMPACT (see overall target)

School able to respond quickly and effectively to requests for information in alternative formats. School supporting pupils' learning and parents' learning beyond school hours.

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