

Area:	AYCLIFFE SCHOOL		
Title:	Accessibility Plan		
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1. INTRODUCTION

Aycliffe School complies with the Equality Act (2010) part 10. This is in conjunction with the SEN and Disability Act 2001 and replaces the Disability Discrimination Act 1995 (DDA) which covers education. Since September 2002, the Governing Body has had three key duties towards disabled learners, under Part 10 of the Equality Act 2010.

The duty to make reasonable adjustments applies only to disabled people. For schools, the duty is summarised as follows:

- Where something a school does places a disabled learner at a disadvantage compared to other learners then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled learner when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the learner faces in comparison to non-disabled learners.

This plan sets out the proposals of the Governing Body of Aycliffe School to increase access to education for disabled learners in the three areas required by the planning duties in the Equality Act 2010:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery to disabled learners of information which is provided in writing for learners who are not disabled.

It is a requirement that the school's accessibility plan be resourced, implemented, reviewed, and revised, as necessary. Attached is an action plan which demonstrates the intention of development for Aycliffe School.

All the learners at Aycliffe School have either a SEN Plan or an Education Health and Care Plan (EHCP) for autism and associated difficulties including Social, Emotional and Mental Health difficulties (SEMH).

Associated difficulties often include low self-esteem, low aspirations, poor concentration, poor listening skills, and a high percentage of the learners have literacy difficulties. All of these provide significant barriers to learning.

Aycliffe School has set the following priorities for the development of ensuring all learners have the same opportunities as each other and barriers to learning are effectively reduced:

- CPD across the academic year to ensure all new and existing staff receive a standardised training package that is aligned with every aspect of the curriculum offer.
- Review the reading and communication systems to ensure there is a range suitable for all learners.
- To embed integrated use of sensory and communication strategies to support inclusive access to the curriculum for all learners.
- Continue to maximise opportunities across the school setting and in the wider community to support learners' spiritual, moral, social, and cultural development.
- Ensure that an Anti-racism culture is embedded in the school and that diversity in the curriculum and cultural diversity is celebrated.

2. INFORMATION FROM LEARNER DATA

Aycliffe School is situated in Durham but serves a range of areas within the Northeast of England

The school offers full-time places within a specialist provision for autistic children and associated difficulties. The provision is in a purpose-built building.

3. LEARNER DATA

There are approximately 70 children on the roll. 100% of the children have a SEN Plan or an EHCP. Staff are regularly updated on their duties under the Disability Discrimination Act through the sharing of this plan on an annual basis. The staff are informed that it is unlawful for schools to discriminate against disabled learners. The reasonable adjustments duty requires schools to think ahead, anticipate the barriers that disabled learners may face and remove or minimise them before a disabled learner is placed at a substantial disadvantage. Reasonable adjustments may need to be made in admissions, exclusions and 'education and associated services,' a term that covers every aspect of the life of the school. A code of practice, published by the Disability Rights Commission (DRC) provides guidance on the way that the duties operate. The code provides examples illustrating how the duties apply in impractical situations in schools. Ofsted expects to see evidence of practical adjustments being made in the classroom and in other areas of school life.

In general, it is the Trustees of the school who are the 'responsible body' for the DDA duties and needs to ensure that everyone in the school, staff, or volunteer, is aware of the duties owed to disabled learners. To avoid discrimination against any disabled learner, all staff need to implement the duties in relation to their area of responsibility: in the classroom for a class teacher, across a subject area for a subject coordinator, on a school trip for the member of staff leading the trip, for all staff during lunch time and other social times and for the school principal across the whole school.

If parents think that their child has been discriminated against, they have the right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal.

4. INCREASING THE EXTENT TO WHICH DISABLED LEARNERS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

- Daily sharing of information regarding individual learner's difficulties between staff members during morning briefing and end of day de-brief
- CPD activities are arranged for all staff in particular areas of need that affect the learner population, AUTISM, ADHD and similar.
 - By engaging the help of support staff of outside agencies we will enhance staff knowledge and be able to employ new strategies.
 - Staff and Trustees will be made aware of their responsibilities and requirements under new and any revised legislation.
 - Ensure lessons meet the individual learning needs of each individual and that their learning is

differentiated appropriately.

- Access to learning for each child is enhanced by effective deployment of teaching assistants.
- Access to learning is enhanced by deploying multi-sensory techniques to meet individual learning needs.
- The holistic curriculum allows staff to ensure that learning can take place in a variety of different ways; out of the classroom, on school visits, by being involved in practical vocational activities and by using creative media (art, drama, music and dance) to express themselves and record progress.
- IEPs are reviewed each half - term and barriers to learning discussed and evaluated. Revised targets are set because of this review, and the child participates in the assessment of their learning and their barriers to learning.
- All learners have an individual STEP plan that clearly sets out how to meet learner need and how best to support the learner through all aspects of the daily life within school
- The school will continue to seek and follow the advice of LA services (where relevant and available) and of appropriate health professionals from NEAS therapists and local NHS Trusts etc.

If parents think that their child has been discriminated against, they have the right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal.

5. IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL

- Caters for disabilities in transport arrangements
- Makes adjustments to ensure all children can take advantage of all opportunities available to learners including activities in the grounds.
- Ensures staff have the necessary training to ensure they meet the needs of all learners regardless of their disability.

The school will take account of the needs of learners and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

See checklist on p.30 of DfES Guidance.

6. IMPROVING THE DELIVERY

- We provide information in large print, and use communicate in print symbols for learners and parents/carers who may have difficulty with standard forms of printed information. If requested, we will also provide material in user-friendly language. We ensure that the benefits of ICT can be used, if necessary, to provide and access information available in different forms.