



# ST EDMUND'S SCHOOL CANTERBURY

## Accessibility Plan 2018 – 2021

This plan has been written in line with the following documents:

The SEN Code of Practice 2014, GOV.UK – DfE (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND  
Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Equality Act 2010, GOV.UK – DfE , see page 29 (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587  
/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

Statutory policies for schools, GOV.UK – DfE (Adobe pdf file)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301  
/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Disability equality, Equality and Human Rights Commission

[http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-  
plan/disability-equality](http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality)

### Purpose of Plan

The purpose of this plan is to show how St Edmund's School intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

A person has a disability 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 carry out normal day-to-day activities.

### Key Aims

To increase and eventually ensure that pupils with a disability have:

- total access to the setting's environment, curriculum and information at St Edmund's School and full participation in the school community.

### Principles

- Compliance with the Equality Act is consistent with our School's Aims, Equal Opportunities Policy and Special Educational Needs and Disabilities Whole School Policy.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010 at St Edmund's School:
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- St Edmund's School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- St Edmund's School is committed to providing an environment that enables full curriculum and co-curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- St Edmund's School is committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness.

### Increasing Access for disabled pupils to the school curriculum

*This includes teaching and learning and the wider curriculum of the school such as participation in skills and services sessions, lunch time and after school clubs, leisure and cultural activities or school visits.*

- The appropriate provision of specialist teaching to meet pupils' needs
- Following advice of specialist teachers when adapting the curriculum
- Appropriate, regular staff training on SEN and disabilities
- 'Disability' as a rolling theme in Chapels, Curiosity Shops and PSHEE lessons
- Provision of lists identifying AEN pupils and containing advice on differentiation – staff are expected to follow this advice
- Reasonable adjustments are made to enable all pupils to participate in after school clubs, leisure and cultural activities or school visits
- Special risk assessments for trips and activities
- Adjustments as practicable or necessary in practical subjects, such as assistance from a peer or member of staff as available, observation rather than participation in the interests of safety etc.
- Adapting the Physical Education curriculum for pupils with disabilities

Actions completed during the previous Accessibility Plan 2015 -18 include:

- Installation of a hearing loop in Chapel (September 2017)
- Chapel on Autism (June 2016), Curiosity Shop on Dyslexia (November 2016)
- Regular contact and support from Kent's specialist teacher service (examples include Physical Disabilities teacher visit June 2017, Speech and Language specialist training October 2017)
- Staff training on supporting pupils with Dyslexia (May 2016), Neurodiversity (March 2017) and Autistic Spectrum Disorder (January 2018)

## **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- The School layout covers a wide area and consists of many separate and some historic, even listed, buildings. Physical improvements are constantly made in line with the School's Accessibility Plan
- Provision of specialist or auxiliary aids and equipment e.g. appropriate seating or aids for the sight or hearing impaired
- Physical access to School buildings is carefully considered with reasonable adjustments routinely made on request, for example building of ramps and hand rails to make areas accessible, adjusting classroom layout etc.
- Commissioning education and health care professionals, such as occupational therapists or specialist teachers, for guidance on adaptations
- Moving the location/layout of classes and classrooms as required for pupils with physical disabilities

Actions completed during the previous Accessibility Plan 2015 -18 include:

- Re-tarmacking of pathways (November 2017)
- Installation of stair rails (January 2018)
- Evacuation chair located in Junior School in case of emergency (September 2015)
- Installation of height adjustable benches in Science (September 2017)
- Creation of Academic Hub with full ground floor accessibility and disabled toilet (June 2018)
- Installation of accessible height swipe and button system to replace code locks on all school buildings (June 2018)

## **Improving the delivery of written information to disabled pupils**

*This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information is made available within a reasonable time frame.*

- Provision of different coloured papers and overlays for pupils with visual stress
- Enlarged notes etc. for the visually impaired
- Provision of printed PPT/notes for pupils with slower processing, reading and/or writing
- School wide use of assistive technology that will read for pupils any document online, on Word, PowerPoint or PDF

- The School takes account of pupils' and parents' disabilities on all written information – such as calendars, reports, timetables, textbooks, newsletters, information about school events etc.

Actions completed during the previous Accessibility Plan 2015 -18 include:

- Swapping **all** multipurpose paper from white to cream (September 2017)
- Dyslexia friendly school fonts Calibri Body and Myriad Pro (September 2016)
- Purchase of school wide licence for 'ClaroRead' reading software (March 2018)
- Access Arrangements considered and put into place for **all** statutory testing (Ongoing)

### **Financial Planning and control**

The Headteacher, Executive Group Senior Leadership Team and the Governor's Disability Policy Review Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

### **Accessibility Action Plan**

The table below is based on our current assessment of accessibility for pupils with SEND (Special Educational Needs/Disabilities). It sets out priorities across the school in several areas and the relevant timescales for action to increase accessibility for pupils with SEND. The Headteacher and Director of Learning Enhancement to review the Accessibility Action Plan annually. As part of this process progress on these measures will be updated and reported to the governing body.

**Policy reviewed September 2020**

**Date of next review and next update September 2021**

V1     September 2018

V2     September 2019

V3     September 2020

This policy will be reviewed annually and updated every three years

**Signed:**

**SEN Governor:**

**Headteacher:**

**Director of Learning Enhancement: LKB**

## Accessibility Action Plan

Access to the Curriculum						
Priority Area	Short term (2018-19)	Outcome	Medium Term (2019-20)	Outcome	Long term (2020-21)	Outcome
<b>Teachers are well equipped with a range of specialist skills to meet pupil needs</b>	3-18 Teacher INSET training on 'Language through Colour'. Needs of the AEN cohort of 2018-19 will be discussed with a view to planning for 2019-20.	Teachers will use language through colour to support learning of pupils with speech and language difficulties. (Monitored through SLT classroom observations)	AEN department continues supporting teachers with Language through Colour. Appropriate INSET is planned for 2019-2020.	Teachers receive annual training that supports them to plan for and meet varying pupil needs. (Monitored through SLT classroom observations)	AEN department analyse levels of pupil need annually, working together to plan the next 3-18 training focus	AEN department plan strategically both individually and as a team to equip teachers to meet the needs of varying intakes and cohorts. (Monitored through SLT classroom observations)
<b>Classrooms are optimally organised to promote participation &amp; independence for all</b>	Following 2017 visit to Junior School, Physical Disability Specialist Teacher to advise on adaptations for any pupils transitioning to Senior School	Specialist Teacher report proposes reasonable adjustments to make. Changes and adaptations begin, with individual pupils in mind.	Adaptations and adjustments are made by September 2019	New cohort, including pupils with disabilities, transition to Senior School without incident of exclusion or lack of independence caused by the environment.	Regular contact is maintained with Physical Disability Specialist Teaching Service. Visits and consultations take place as required.	The needs of pupils with physical disabilities are considered in any refurbishments or new buildings works undertaken by the School

<b>Wider use of assistive technology in classrooms</b>	Dissemination of Claro-read log in details amongst AEN staff. Training session.	AEN staff are confident to demonstrate and use Claro-read with pupils.	Software is installed where needed. Teachers coach pupils to inspire their confidence.	Claro-read is readily accessible for pupils with a 'reader'.	Claro-read is embedded. AEN department review strategy for assistive technology	AEN pupils routinely use assistive technology to work more independently.
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Access to the physical environment						
Priority Area	Short term (2018-19)	Outcome	Medium Term (2019-20)	Outcome	Long term (2018-2021+)	Outcome
<b>School environment is optimally organised to promote participation &amp; independence for all pupils</b>	Occupational Therapist visit to recommend adaptations including access to changing rooms, toilet rails, outside ramps, accessibility doors, refuge points with emergency cords and intercom	Adaptations within the 2018-19 budget are made with individual pupils in mind.	All adaptations completed, following OT recommendations.	Disabled pupils can independently access the physical environment and function independently	Regular contact is maintained with Occupational Therapy Service. Visits and consultations take place as required.	All pupils within the School can independently access the physical environment
<b>School environment is optimally organised to promote</b>	Parents Evenings to take place in the Academic Hub or the School Hall (not stage).	Disabled parents and pupils may easily access Parents' Evenings	Facilitation of another disabled parking space in Music Hall Car Park	Disabled pupils, parents and visitors will access school	Create a lower area from which staff may talk to disabled pupils/visitors	Disabled pupils, parents and visitors can see reception staff. Disabled pupils, parents and



participation & independence for all parents and visitors	Chairs and tables will be laid out to allow disabled access		All disabled parking spaces are clearly marked	events more easily	within the main school office	visitors are not in pain from looking up all the time.
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Delivery of Written Information for Pupils						
Priority Area	Short term (1 year)	Outcome	Medium Term (2 years)	Outcome	Long term (3+ years)	Outcome
School information is readily accessible	Review information to parents/carers to ensure it is accessible.	Guidance issued. Information and letters in clear print and 'simple' English.	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SLT review of information to parents/carers to ensure short and medium outcomes have been met.	All parents understand at least the headlines of school information.

Accessibility of written information for pupils and their parents with a disability, medical condition or other access needs	Ensure that access requirements are sought as part of admissions process and that appropriate considerations are made	A proactive approach is adopted to identifying the access requirements of parents and making reasonable adjustments when possible	Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible	The School creates and offers information in alternative formats to meet the needs of pupils and their parents.	Pupils and/or parents feel supported and included. Parents with a disability, medical condition or other access needs can fully support their child's education
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## Update on the Accessibility Plan (as of 6/9/20)

<b>Work Completed (2018-20)</b>	<ul style="list-style-type: none"> <li>➤ Language Through Colour whole school training (September 2019)</li> <li>➤ Dyslexia awareness week (2019) - discussion &amp; celebration time in tutor sessions</li> <li>➤ Mental Health First Aid Course (LE staff and some pastoral staff January 2020)</li> <li>➤ Staff training on SEMH - Cache level 2 (lockdown 2020)</li> <li>➤ Director of Learning Enhancement Cache Level 2 ASC training (lockdown 2020)</li> <li>➤ Supporting QFT (ongoing)</li> <li>➤ Support with differentiation created 3-18 working party</li> <li>➤ JS differentiation workshop (Autumn 2019)</li> <li>➤ Special RA for post Covid reopening for LE block and pupils</li> <li>➤ Regular contact with Kent specialist support services (occupational therapist physiotherapist, hearing, SALT etc.)</li> <li>➤ Adaption of timetables to provide time for physio</li> <li>➤ Reduced or adapted timetables for students with learning difficulties or SEMH</li> <li>➤ Individual care plans - work closely with pastoral &amp; academic teams</li> <li>➤ Increased training of DDSL's to include all 3 SENCos across the school (September 2020)</li> </ul>
<b>Work Remaining</b>	<ul style="list-style-type: none"> <li>➤ Mainstream Core Standards - classroom inclusivity tips posters (Michaelmas 2020)</li> <li>➤ SEN Learning Walks</li> <li>➤ Regular dedicated staff newsletters devoted to SEN</li> <li>➤ Use of Optimus as a SEN training tool</li> <li>➤ Continue to take advantage of the government scheme for cache Level 2 training</li> <li>➤ Work with EKST - e.g. ASC training (St Anselm's) sharing expertise and links with partnership schools</li> <li>➤ SEMH - creating low arousal and anxiety free environments</li> <li>➤ To create safe spaces in each bubble</li> <li>➤ To create supervised independent study areas in each bubble</li> <li>➤ Auditing SEND provision - celebrate success, address gaps and subsequent CPD</li> <li>➤ Staff questionnaire SEND and subsequent CPD</li> <li>➤ Governor questionnaire and subsequent CPD</li> <li>➤ Work on vocabulary in conjunction with HoDs and EAL</li> </ul>

	➤ Adapting the PE curriculum for pupils with disabilities
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