

OUSEDALE SCHOOL

DISABILITY ACCESS DEVELOPMENT PLAN

1.0 Introduction

Ousedale School strives to ensure that our culture and ethos supports whatever the abilities and needs of all students.

1.1 The Equality Act 2010 applies to all schools as providers of education to the pupils in their care, as providers of a service or public function and (where applicable) in their role as employers. The board is responsible for compliance with the public sector equality duties of the Act and the specific education sections (part 4) for school pupils.

1.2 The Equality Act's general and specific public sector equality duties mean that schools must:

- have due regard to the need to eliminate discrimination;
- advance equality of opportunity and foster good relations between people of all characteristics (those who share a protected characteristic, and those who do not); and
- publish equality objectives and information demonstrating how they are doing this.

1.2.1 The definition of disability contained within the Equality Act 2010 is a wide one. A disabled person is someone who has a "Physical or mental impairment that has adverse, substantial and long term effect on their ability to carry out normal day to day activities". Please see the Equality Act 2010 for the definitions of disability. If a person has been disabled in the past, they are still covered by the legislation for the rest of their life.

1.4 Ousedale School's accessibility plans aim to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life, as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school. Ousedale School recognise the need to provide adequate resources for implementing plans and will regularly review them.
- Improve awareness of Equality and Inclusion for all stakeholders

2 Our Development Plan covers 3 years. We aim to:

- a. Improve Awareness of Equality and Inclusion
- b. Improve access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.
- c. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life
- d. Improve the delivery of written and verbal information to students, staff, parents and visitors with disabilities.

Plan

A. Improve Awareness of Equality and Inclusion

Target	Strategy	Outcome	Timeframe
Continued implementation of SEND code of Practice.	Staff training and a focus on SEND during learning walks/ observations and appraisal.	Staff to be fully aware of student needs and this is reflected in their teaching.	Ongoing
Whole staff and key pastoral/ SEND staff to be trained in well-being awareness and support strategies.	Whole staff training to be delivered annually as part of safeguarding training. Director of well-being and two members of the pastoral/SEND team to have more in depth training on well-being. Information to be disseminated to the rest of the pastoral/SEND teams.	Director of well-being and two members of the pastoral/SEND team to have been trained.	Annually
Optimum use is made of resources available inside and outside of school.	Develop a flexible range of support resources.	Resources and reasonable adjustments meet the needs of individual students.	Ongoing

B. Improve access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.

Target	Strategy	Outcome	Timeframe
<u>Continue to ensure that students and staff are not disadvantaged by being unable to access parts of the site. However, it must be recognised the Newport Pagnell campus does not have complete wheelchair</u>	<u>Strive to adapt the Newport Pagnell site to allow proper access rather than to accommodate students from Newport Pagnell at the Olney site for reasons of disability. Adapt the timetable accordingly to suit</u>	<u>Ensuring all are able to access a full curriculum.</u>	Ongoing

<u>and disability access, unlike the Olney campus that is designed with complete wheelchair access in mind.</u>	<u>all needs where reasonably possible. Site team respond quickly and effectively at a personal and individual level to ensure that every possible reasonable adjustment which will help students is made. In particular, they are involved at pre-visit and induction level in getting to know students with difficulties.</u>		
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- C. Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure students with a disability are as equally prepared for life

Target	Strategy	Outcome	Timeframe
<u>Training to be provided for staff on different aspects of SEND including differentiation when required as part of the SEND code of Practice.</u>	<u>Staff training days and support via lesson walks/observations and appraisal cycle.</u>	<u>Greater involvement of disabled and SEND students within the taught and additional curriculum e.g. clubs/sporting events/ trips</u>	Ongoing
Continued analysis of performance of significant groups of students (including those with SEND) to ensure the curriculum is enabling them to make the same progress as students without SEND.	Focused learning walks/ observations/ book scrutiny of SEND students across the school.	All groups of students make similar progress.	Ongoing
If the need arises to continue to apply for top up funding/ resources and access arrangements for external exams.	Deputy Headteacher/ SENDCO and exams manager will ensure that appropriate funding, resources and access arrangements are provided for all students in lessons and applied for external and internal exams.	All students will have their individual needs met and any barriers to achieving their full potential will be removed.	Ongoing

- D. Improve the delivery of written and verbal information to students, staff, parents and visitors with disabilities.

Target	Strategy	Outcome	Timeframe
<u>All staff to use appropriate materials in lessons that enable those with disabilities to fully access the curriculum.</u>	<u>Staff training in use of appropriate materials.</u>	<u>Barriers to learning associated with the delivery of written information are removed. Some students using ICT to support learning.</u>	Ongoing

2.1 Temporary Incapacity

Students who are obliged to use crutches or other mobility aids are supervised by the Health Co-ordinators at Newport Pagnell and at Olney. The following is a common support pattern:

- Risk Assessment
- Reception registration
- “Five minute release” – student and friend move from room to room five minutes before/after main groups
- Risk Assessed by Health Co-ordinator- return to normal procedures
- In exceptional circumstances students may be allowed to work in the PILC (Personalised and Inclusive Learning Centre) if mobility is severely restricted.

2.2 Medical Conditions

Students who present with an on-going and significant medical problem will have their needs assessed and addressed as part of an Individual Healthcare Plan (IHP). As such the school will look to make reasonable adjustments, and implement support where it can, that enables students to access school and the curriculum as normally as is possible.

Details and arrangements for this are set out in the school's separate Supporting Students at School with Medical Conditions policy.

2.3 Fire procedures

Students with disabilities are subject to the same level of care and concern as all members of Ousedale. Where students are dependent on TA or peer support for movement around the school, supporters are briefed regarding fire drills and alarms. The TA group is actively involved in all Fire Procedures and undertake Fire Monitor duties when an alarm occurs.

The site at Olney is entirely compliant with requirements for students, staff and parents with disabilities.

2.4 Newport Pagnell Site Challenges

The age of the Newport Pagnell site is still recognised as being unhelpful in fulfilling obligations towards students, staff and parents/carers with disabilities involving mobility.

Some departments have no ground floor rooms. Sensitive timetabling is used to alleviate this for some students, but relies on no more than one student with mobility problems being in each year group, which is the current level of need, although other parents seeking Year 7 transfer could reject Ousedale because of this difficulty. It is recognised that where staff are not teaching in their usual rooms there are difficulties in transporting equipment at speed and in delivering lessons in unfamiliar areas.

Other curriculum difficulties are that specialist computer rooms can be on the first floor. In addition, many routes are possible for people with mobility difficulties but not desirable, in that they take very long distances around the site to obtain access.

2.5 Consultation informing the review of the plan

The views of the following were sought and taken into account when formulating the Disability Access Development Plan:

- Current students with disabilities
- Deputy Head - Pastoral Team and Site Co-ordination
- Site Manager – responsible for site maintenance and development
- Health Co-ordinator
- SENDCO

3.0 Implementation

3.1 Management, co-ordination and implementation

The SENDCO should be responsible for monitoring the implementation of all classroom and written media improvements identified.

The Site Manager should monitor improvements to the built environment needed.

This plan should be discussed with the MK SEN team, where it arises directly from the needs of individual students, and where it arises from general concerns about the needs of the community and the entitlements of all, including potential students, staff and parents.

We will review and revise the plan in conjunction with the Special Educational Needs Policy and the SIP.

3.2 Getting hold of the school's Disability Access Development Plan

A copy of this plan will be available on the school website. A large print, Braille and audio copy should be made available on request.

4.0 Monitoring and Review

This plan will be monitored and reviewed by the Governors' Finance & Premises Committee.

Reviewed by Finance & Premises Committee – June 2019
To Full Governing Board – July 2019
Date of Next Review – June 2022