



RIVINGTON & BLACKROD HIGH SCHOOL

Accessibility Plan 2015 – 2017

Date: September 2016

Review Date: September 2017

1. Our School

Rivington and Blackrod High School is a Church of England Voluntary Controlled School which was founded in 1566 by the Bishop of Durham. It's a larger-than-average comprehensive school with approx. 1,800 students aged from 11-18, 292 of whom are in the Sixth form and approximately 240 teaching and support staff on site. Learning is based on two sites; at the Lower school (Year 7) and Upper school (Years 8-13). The school has a stable student population, with lower than average percentage of students known to be eligible for free school meals. There are few students from minority ethnic backgrounds or with English as an additional language. The proportion of students with special educational needs and/or disabilities, 188 having special educational needs, is lower than the national average. The school has achieved a number of awards including Cultural Diversity Mark, Investors in People status, and the Inclusion Quality Mark.

Rivington and Blackrod High School is split across two sites. A ramp has been provided adjacent to the main entrance to the Upper school site. There are two disabled toilet facilities, one on each school site. Lighting for visually impaired children is good. Most classrooms are carpeted to provide good acoustic conditions for children with hearing impairments. Our personal, social and health education programme helps children to be aware of and positively value the differences between people as well as the similarities, and to be sensitive to one another's needs. The school is designated as a strategic resource for children with Speech and Language difficulties. Access into this Resource is via LA panel following strict entry criteria. Rivington and Blackrod High School has a unique provision called the 'Inclusion HUB'. The purpose of the HUB is to offer all students, including those identified with special educational needs, a range of alternative and complimentary interventions. These interventions will support students who have an identified NEED and therefore require support to overcome a barrier to learning.

In addition to the Inclusion HUB provision, the School is further supported by three SOLAR teams; Year 7, Year 8/9 and Year 10/11. Identified students (*those identified as unable to operate successfully full time in mainstream*) will operate from either a full or part timetable. Students will follow a specific and personalised timetable of activities each day; the aim is always to return back to mainstream lessons if appropriate.

At Rivington and Blackrod High School we want every young person to succeed, knowing and feeling that they matter. We provide the very best care, guidance and support to ensure that they feel safe and can grow as successful learners and caring citizens. We give all students the power to take control, manage and direct their own learning and develop their future careers and aspirations.

As a school we are committed to the inclusion of all students in a broad and balanced curriculum, made accessible through differentiated activities. We aim to identify these individual needs as they arise and provide teaching and learning contexts, which enable every child to achieve his or her full potential. This plan aims to ensure that, through careful planning, barriers to learning are, over a period of time, eliminated.

2. Principles

Rivington and Blackrod High School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The Governing Board has agreed with the LA admissions criteria which does not discriminate against students with SEN or disabilities and its admission policy has due regard for the guidance in the Codes of Practice 2014 which accompanies the SEN and Students and Families Act, 2014 (*From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA)*). However, the Disability Equality Duty in the DDA continues to apply. Parents of a student with mobility difficulties are advised to approach the local authority well in advance of admission so that consultations can take place.

In compliance with the Equality Act 2010 the school's aims, equal opportunities policy, and the operation of the school's SEN policy by following points:

- The school recognises its duty under the Disability Discrimination Act (1995) (as amended by the SENDA, 2014):
 - 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 and staff will have regard to the Disability Rights Commission Code of Practice (2002).
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 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 National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- All staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

3. Key Objectives

- To ensure that all students have equal access to a broad, balanced and differentiated curriculum.
- To provide access to the curriculum for disabled students without disadvantaging the education of other students in the school.
- To ensure disabled students can participate fully in extra-curricular activities, clubs and school trips.
- To continue to improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided, and to improve the availability of accessible information to any disabled person.
- To challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
- The Accessibility Action Plan is included as an appendix to this document.

4. Current Good Practice

Aim 1- Curriculum & Related Activities: increasing the extent to which disabled students can participate

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

- To monitor those areas of the curriculum that are normally difficult for disabled students to access where necessary, re-rooming to more easily accessible classrooms.
- To further investigate what support or alternative approaches can be adopted to increase the choice available to disabled students to aid greater participation.
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

Aim 2- Physical Environment; increase the extent to which disabled students can take advantage of education and associated services

The school will take 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 has evacuation procedures in place for all students and staff including those with impairments or disabilities, which include designated assembly points, access to evacuation chairs, staff trained in their usage, designated fire refuge points, lift procedures, timed fire routes always with a minimum of 2 fire exits and PEEPs in operation for anyone requiring temporary or permanent adaptations to standard evacuation procedures. All systems are tested and regular drills are in place.

Risk assessments are in place covering events in school as well

Aim 3- Provision of Information

The school will identify ways to improve the delivery of written information to students, staff, parents and visitors with disabilities. The school will make full use of local services, including those provided through the LA, for providing information in alternative formats (e.g. Braille or audiotape) when required or requested.

Rivington and Blackrod High School will strive to:

- Produce all school literature at the correct font size to help visually impaired students;
- Investigate alternative ways of providing access to information, software and activities;
- Investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of any school websites and systems.

5. Access Audit

This will be done through:

- Monitoring the Accessibility Action Plan (refer to Appendix 1).
- Mention in the head teacher's newsletter and on the school website about the availability of the plan.

The school will achieve the successful implementation of the accessibility plan with continued support in the areas of:

- Providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion.
- Providing targeted training for particular groups of students/staff.
- Promoting collaboration through the provision of information and the sharing of good practice.
- Encouraging liaison between other local schools including special schools.

- Seeking support/advice from outside the school, from services, other agencies and organisations.
- Ensuring that Rivington and Blackrod High School is aware of all support services that provide advice to schools and staff.

6. Action Plan (see appendix 1)

Rivington and Blackrod High School recognise that monitoring is essential to ensure that students/ staff and visitors with disabilities are not being disadvantaged, and that monitoring leads to action planning. Areas to be monitored include:

- Improvement in physical access to the school site in line with the requirements of students, staff and visitors to the school site.
- Provision of information and training for staff to ensure that they are able to support students with a range of disabilities, that they have high expectations of all students, and that they strive to remove barriers to learning and participation.
- Information and training provision to enable staff to conduct lessons and meetings in a user-friendly way.
- Success in meeting identified targets.
- Recorded evidence that increased numbers of students with disabilities are actively participating in all areas of school life.

7. Management, Coordination and Implementation

The Governing Board has a responsibility to ensure that this plan is in operation and is monitored, which it does through the School Access Sub-committee. These School Access sub-committee members are:

- The Executive Business Manager has responsibility for the co-ordination of the physical and information access aspects of this plan.
- The Director of SEN, Inclusion & Student Support Services is responsible for co-ordinating the aspects of this policy that relate to the curriculum.
- The Director of Business and Community Development has responsibility of the maintenance of the school's IT infrastructure and content delivery of the website.
- The Facilities Manager has responsibility for the day-to-day site management and access to the school premises.
- Full use will be made of the LA's guidance on School Access Plans.

Having liaised with the School Access Sub-committee, the Executive Business Manager will report to the Premises Sub-Committee each spring term on progress towards full accessibility and will also plan and cost, in conjunction with the Head Teacher and the Facilities Manager a yearly programme of physical improvements to the buildings and site for the Finance Committee to consider as part of the annual budget plan.

The Director of SEN, Inclusion & Student Support Services will plan and cost the required staff training each year, and will forward these plans to the Deputy Head for consideration as part of the annual staff development plan.

8. Linked Policies

This Accessibility Plan should be read in conjunction with the following Rivington and Blackrod High School policies, strategies and documents:

- Asset Management Plan
- Curriculum Plan

- Emergency Evacuation Procedures
- Equality Policy
- Health & Safety Policy
- Valuing Diversity Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Teacher Appraisal and Professional Development Policy and Appraisal and Professional Development Guidelines for Support Staff

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: Governing Board

Date: June 2016

Appendix 1 – Accessibility Action Plan

Aim 1- Curriculum & Related Activities: increasing the extent to which disabled students can participate

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

SHORT TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	To liaise with feeder primary's providers to review potential intake for Sept 16.	To identify pupils who may need additional to or different provision for Sept 16 in take.	S Wharton (Y7 HUB Nurture Lead) A Kirby (AHT)	Sept 2016	Procedures/equipment/ ideas set in place by Sept 2016.
	To liaise with Y7 HUB Nurture team to review vulnerable pupils provision prior to transferring to Upper school in Sept 16.	Implement additional provision support for identified pupils to ease transition to Upper school in Sept 16.	S Wharton (Y7 HUB Nurture Lead) & Inclusion faculty All Teachers	Sept 2016	Clear collaborative working approach.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	HT All team leaders	Ongoing from 2015	All policies clearly reflect inclusive practice and procedure.
	To establish close liaison with parents.	To ensure collaboration and sharing between school and families.	HT All Teachers	Ongoing from 2015	Clear collaborative working approach.
	To ensure full access to the curriculum for all.	CPD for ongoing Teachers/Teaching Assistants <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • A range of trained teaching assistants. 	A Kirby (AHT) & Inclusion faculty All teachers Educational Psychologist	Ongoing from 2015	Advice taken and strategies evident in classroom practice.

		<ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas. • Use of interactive ICT equipment. • Specific equipment sourced from occupational therapy 			
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MEDIUM TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	To finely review attainment of all SEN pupils.	<ul style="list-style-type: none"> • HUB panel meetings • Pupil progress • Scrutiny of data key assessment points • Regular liaison with parents 	A Kirby (AHT) Inclusion team leaders All team leaders & class teachers	Ongoing Annually	Progress made towards set targets-academic / EHC Plan Provision mapping shows clear steps and progress made
	To monitor attainment of PP pupils.	<ul style="list-style-type: none"> • Policy and PP tracking list to be updated & monitored • PP booster groups/activities 	A Kirby (AHT) All team leaders & class teachers Y8 PP Raising Aspirations Ambassador	Ongoing Annually	PP children making proportionate progress. Close the gap in PP students achieving their expected attainment & improve upon P8C measures for English (-0.38) & Maths (-0.27) in 2015/16. No NEETS- raise expectations
	To promote the involvement of special needs and disabled pupils in classroom discussions/activities. To take account of variety of learning styles when teaching.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate): <ul style="list-style-type: none"> • Ramp areas for wheelchair access 	Whole school approach	Ongoing	Variety of learning styles and multisensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and

		<ul style="list-style-type: none"> • Specialist IT resources as the need arises • Elklan, SoundsWrite, etc. training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 			staff are represented within the school.
	To monitor attainment of Able, Gifted & Talented pupils	Policy and Able, Gifted & Talented list to be updated KS4 Able, Gifted & Talented ILM activities Monitor Able, Gifted & Talented	SMT All team leaders & class teachers	Ongoing	Able, Gifted & Talented children making expected progress.

LONG TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	To evaluate and review the above short and medium term targets annually.	See above	SMT All team leaders & class teachers Governors	Annually	All children making good progress.
	To deliver findings to the Governing Body.	Property and Standards & Curriculum Governors meetings	A Kirby (AHT) SMT/SEN Governor	Annually & Termly SEN Governor	Governors fully informed about SEN provision and progress

Aim 2- Physical Environment; increase the extent to which disabled students can take advantage of education and associated services
 Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

SHORT TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	Site accessibility Upper School – surfaces and safety	<ul style="list-style-type: none"> • Review need for hand rails in key areas across site • Replace floor coverings with non-slip surfaces where appropriate (both internally and externally) • Ensure uneven outdoor surfaces are remedied 	MB/JI	<ul style="list-style-type: none"> • 2015 • 2015 • 2015 	Complete Complete Complete
	Site accessibility Lower School – surfaces and safety	<ul style="list-style-type: none"> • Review need for hand rails in key areas across site • Replace floor coverings with non-slip surfaces where appropriate (both internally and externally) • Ensure uneven outdoor surfaces are remedied • Highlight change in levels in reception area • Improve access to disabled toilet 	MB/JI	<ul style="list-style-type: none"> • Summer 2015 • 2015 • 2015 • 2016 • 2016 	Complete Complete Complete Complete Complete
	Lower School classroom access	<ul style="list-style-type: none"> • Grab rails installed outside key classrooms • Steps painted to indicate raised levels • Panic button system installed in key classroom for specific student needs 	MB/JI	<ul style="list-style-type: none"> • 2015 • 2015 • 2016 	Complete Complete Complete
	Site accessibility both sites –door access	<ul style="list-style-type: none"> • Widen doors as replaced over time • Install door access systems 	MB/JI	<ul style="list-style-type: none"> • 2015 • 2015 	Complete Complete

MEDIUM TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	Site accessibility both sites – surfaces and safety	Continuing and ongoing cyclical work to ensure uneven outdoor surfaces are remedied	MB/JI	2016-2017	
	Site accessibility both sites –door access	<ul style="list-style-type: none"> • Widen doors as replaced over time • Install further door access systems 	MB/JI	2016-17 2016-17	

LONG TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	G7&8 Access	Install ramp access to G7 &8	MB/JI	As funding permits	
	Sports Hall Access	Install ramp access to Sports Hall	MB/JI	As funding permits	
	Access at side of Chapel	Install ramp access to area at side of Chapel	MB/JI	As funding permits	
	Sixth Form access	Assess way of allowing access to first floor of sixth form block	MB/JI	As funding permits	
	F block access	Assess way of allowing access to full first floor of F block	MB/JI	As funding permits	
	Lower School access	<ul style="list-style-type: none"> • Access to first floor to Technology block • Access between the 2 Lower School playground areas • Solution to Lower School classroom step situation 	MB/JI	As funding permits	

Aim 3- Provision of Information

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability.

SHORT TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	Accessibility for all	Training of support staff to produce literature which is accessible to visually impaired students.	MH / AK	Achieved by 30 th September 2016	
	Accessibility for all	Training of ICT team on accessibility issues in relation to ICT equipment and software	MH / AB	Achieved by 30 th September 2016	
	Accessibility of ICT for young people with disabilities.	Regular termly reviews with the Director of SEN and Inclusion to identify bespoke student requirements within each year group.	AB / AK	2016-2017	
	Accessibility of ICT for staff with disabilities.	Liaison with the Director of HR to identify individual staff requirements related to accessibility.	MH / MC	Ongoing	
	Accessibility of ICT for staff with disabilities.	Provision of laptops / computers / bespoke accessibility equipment as and when required for staff and students	AB / MH	Ongoing	

MEDIUM TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	Accessibility of school literature to staff, students, parents and visitors	Review school literature to ensure accessibility for all.	MH / AK	2016-2017	
	Website accessibility	Review the website for accessibility issues. Ensure font, typeface are accessible to users and flash will not cause issues with epilepsy. Put in place changes as and when required.	MH / Web Designers	2016-2017 and ongoing.	
	Electronic information systems	Ensure parents / carers know that support is available via other means other than via electronic systems.	DM / MH	Ongoing	
	Paper copies of information	Work with the Director of SEN and Inclusion / TA Team to provide information in line with student need.	MH / PB	Ongoing	
	Accessibility of ICT	Display screen assessments conducted for new staff.	MH / PB	Ongoing	

LONG TERM	Area Targets	Strategy	Lead Person	Time Scale	Progress against targets at review date
	Website	Review changing the website into multiple languages to make more accessible to EAL parents / carers.	MH	2016-2017	

