



ACCESSIBILITY PLAN

June 2014 – June 2017



Introduction

The Disability Discrimination Act (DDA) requires schools:

- not to treat disabled students less favourably;
- to make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage;
- to draw up plans to show how, over time, they will increase access to education for disabled students (school accessibility plans)
- to comply with the Disability Education Duty

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled students:

- by increasing access to the curriculum for disabled students;
- by making improvements to the physical environment of the school to increase access to education and associated services;
- by making written information accessible in a range of different ways for disabled students where it is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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1. Starting Points

1.1 The purpose and direction of the school's plan: visions and values

At Stoke Park School, we believe that every person should be valued as an individual with unique talents, abilities and experiences, but at the same time recognised as part of a diverse and vibrant community.

We have a tradition of inclusion that has been highly praised in Inspection Reports, by inclusion in a training programme of best practice by the DfES, and on the Prime Minister's website for effective use of Learning Support Assistants.

We recognise the vast range of special talents and needs that students have during their school careers, and we strive to offer appropriate levels of resources to meet these, ranging from help from the Student Support staff, the pastoral team and outside agencies, to adaptation of the site and facilities in order to ensure that all our students are able to achieve to their maximum potential.

Help is available in ordinary timetabled lessons alongside other students; work in smaller groups is also provided where required.

Support is provided for students with physical needs, including those with visual or hearing impairment and students who use a wheelchair, and many adaptations have already been made to the buildings and facilities to promote ease of use. Indeed, during a visit to the site by the Disability Commission, the school was commended on its accessibility for people with mobility difficulties, and they filmed aspects of school life to use as examples of good practice with other schools and establishments. We have also been the first school to accommodate a visually impaired student with her guide dog and this, too, has been very successful.

We promote equality of opportunity for all of our students. The curriculum aims to promote knowledge and understanding to enable all to recognise inequality and injustice, together with skills and strategies to challenge and combat them. An understanding of worldwide issues will help all to recognise the interdependency between human beings. Equal access demands an appropriate curriculum, in which the importance of issues such as gender, ethnicity, age, ability and disability are acknowledged, enabling every individual to reach their full potential.

The school has set the following priorities for the development of the **vision and values** that inform the plan:

- development of a learning culture that recognises and values the unique contribution that each individual can make



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- to continually review and improve teaching and learning
- to improve student performance
- to promote staff development
- to develop resources, particularly through use of ICT

1.2 Information from student data and school audit

The school:

- has a high proportion of students with Special Educational Needs. In addition has a large population of students with behavioural, emotional and learning difficulties, including students on medication and/or referred to the Child and Adolescent Mental Health Service (CAMHS);
- hosts Coventry's Hearing Impaired Unit (secondary schools), provides accommodation for the only Adult Basic Skills Unit in a school, and sustains a significant Adult Education programme for basic skills, adults with learning difficulties and for adults whose first language is not English;
- has a very good record of not excluding permanently, particularly among schools with an inner city profile;
- has an outstanding record for developing resources and facilities for students (of all ages) with special educational needs;
- has consistently reviewed and sought to improve the site and accommodation, in order to meet the needs of all students, and particularly those with mobility difficulties;
- works closely with feeder Primary Schools and other services to get to know the pupils who may be joining us, to ensure that we are adequately prepared to meet any individual needs;
- is kept informed by the Local Authority of local/national trends in school population, and how the LA proposes to support schools in addressing any potential issues;
- as a specialist Technology College, has provided school students and adult students with access to high specification IT equipment and has developed IT as a learning and teaching resource for all learners with special and specific needs.

Students with individual needs can expect:

- staff to be aware of their individual needs and to provide appropriate support.
- to experience teaching in smaller groups, or individually where this is deemed appropriate and beneficial;
- to experience a full range of curricular, extra-curricular and off-site activities, tailored to individual needs or with additional support where necessary;
- to have access to the entire school site, with further improvements to access identified in future plans;



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- to be supported with the administration of medicines;
- to be encouraged and steered towards achieving to their maximum potential, regardless of their individual needs.

Previous Ofsted inspections have recorded the schools

- “overwhelming passion for inclusion”
- “continual efforts to improve accommodation and resources ... benefiting the quality of learning”
- “positive ethos and an inclusive approach to the provision of education”
- “outstanding quality of care, support and guidance”

The school has set the following priorities for the development of **information and data** to support the school’s accessibility plan:

- to ensure that staff are provided with appropriate information and resources to enable them to understand and address the individual needs of all students;
- to continue to involve families and external agencies in specific cases, to ensure a comprehensive and well-informed approach;
- to offer training, both in-house and external, on specific as well as general issues;
- to maintain a strong and well-trained Student Support team, capable of supporting individuals and groups of students;
- to maintain links with Primary and Special Schools to promote information sharing and good practice.

1.3 Views of those consulted during the development of the plan

Consultation has taken place with school governors and managers, teaching and support staff, pastoral heads, the student support team, students, School Council, and specific agencies who work closely with/in the school. The following is a summary of views put forward:

- commitment to inclusion;
- commitment to providing a curriculum which is appropriately differentiated to enable all students to access it;
- commitment to improving access around the site.

The school has set the following priorities in respect of **consultation** on the plan:

- to continue to seek the views of students, staff, parents and external support agencies in the furtherance and delivery of this plan;
- to seek timely advice and updates from the LA.



2. The main priorities in the school plan

2.1 Increasing access to the curriculum for disabled students

- continue to make reasonable adjustments for students with disabilities;
- continue to liaise with specialist agencies to ensure a smooth transition between key stages 2 and 3, and for in-year transfers;
- to ensure that key staff from all relevant areas are included in discussions;
- continue to assess and problem solve situations as they arise;
- continue to work with Community Tutors to support adult students with learning and/or physical difficulties.

The school has set the following overall priorities for **increasing curriculum access**:

- continue to offer a differentiated curriculum;
- continue to provide differentiated work in lessons;
- promote the use of ICT resources to enable improved access in specific cases;
- ensure staff are appropriately trained to meet these needs.

2.2 Making improvements to the physical environment of the school to increase access to education and associated services :

Significant improvements have been made to the site over a period of several years, including:

- ramped entrances and widened doorways to facilitate wheelchair entry;
- lifts installed in key areas to allow access to (and along) the first floor, for those with mobility difficulties;
- installation of hand rails in key areas;
- highlighting of steps and improved lighting to increase visibility;
- flashing fire alarms in toilet areas to support site users with hearing impairment;
- room signs replaced for higher visibility;
- improvements to ICT including wireless networks, for ease of use;
- review of classroom furniture to include greater flexibility and adaptation.

Funding for these projects has been made available from the school's delegated budget.

The school has set the following priorities for **physical improvements** to increase access:



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- continue to review and improve access to buildings, corridors, classrooms
- continue to pursue lift access to Sports Hall
- installation of wireless network to facilitate greater use of laptops in many curriculum areas

2.3 Making written information accessible in a range of different ways for disabled students where it is provided in writing for students who are not disabled

Great care is taken to ensure that information provided to students is done in such a way as to enable them to access it easily. For example:

- differentiated worksheets are produced;
- information may be produced in large print, or enlarged for ease of use, and/or produced in different colours if required;
- in ICT, recorded information is used so that students can listen to questions, as well as read them from the screen.

The school has set the following priorities for **providing information** for disabled students:

- to continue to provide training and guidance in the preparation of differentiated worksheets;
- to share best practice through regular discussion, review and monitoring;
- use of ICT resources to adapt information.

3. Making it happen

3.1 Management, coordination and implementation

Planning process:

- this plan has been approved and agreed by the school's Governing Body, who have identified priorities for the period covered by the plan;
- the plan will be reviewed and revised annually, as a result of ongoing dialogue and consultation with the school-wide community (including students, parents, staff, Governors, Trust Board, LA, external agencies, community users);
- progress of the identified priorities will be monitored and evaluated to help identify further areas for development;
- evidence supporting the evaluation will include physical improvements to the site and buildings, as well as student results and evidence of participation in a wide range of activities.



Coordination/ other policies and plans:

The accessibility plan has been developed in conjunction with, and informed by:

- school's SEN policy
- requirements of the DDA
- school's / City Council's Equal Opportunities Policy
- school improvement plan
- asset management plan
- input from external agencies/City Council
- health and safety requirements

Implementation:

The action plan identifies how it is proposed to implement the accessibility plan priorities.

3.2 Getting hold of the school's plan

The accessibility plan is available on request from the school, and will be available via the school's web site. The format of the plan can be adapted as required (e.g. large print, language other than English).

The school has set the following priorities for ***making its plan available***:

- access to the plan via the website;
- re-producing the plan to meet individual requirements.



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Accessibility Plan

Area	Targets	Strategy	Lead Person	Timescale	Progress against target at review date
Participation					
Admissions and exclusions	<p>Continue/build on induction process for students with disabilities</p> <p>Induct and integrate students who have transferred mid-term following permanent exclusion or to pre-empt a permanent exclusion</p> <p>Improve awareness & skills of relevant staff on specific disabilities</p>	<p>Continue visits to feeder primaries and to invite pupils & parents for pre-induction visits.</p> <p>i) Pre-induction meeting with parents and relevant agencies</p> <p>ii) Investigate and implement, where appropriate, Re-start programme</p> <p>iii) Review meeting after an appropriate period of time</p> <p>Promote training sessions for staff on specific disabilities e.g. Autism, Dyslexia</p>	<p>Head of Year 7 & Head of Student Support (HSS)</p> <p>Deputy Head & Head of Year/Tutor</p> <p>HSS</p>	<p>Ongoing</p> <p>Ongoing/as required</p> <p>Ongoing</p>	
Education and associated services	<p>Help teachers to modify worksheets/homework demands for students with specific needs, e.g. Dyslexia, ASD</p>	<p>(i) Run training sessions for staff on supporting needs of individual students</p> <p>(ii) Continue to involve families and external agencies in specific cases for consistent approach</p>	HSS	<p>Ongoing, based on needs and staff turnover</p> <p>Ongoing</p>	



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Area	Targets	Strategy	Lead Person	Timescale	Progress against target at review date
Exams	Continue to identify students with specific needs for exam period	Provide laptops or appropriate support/equipment/time/environment	HSS/Exams Officer/Tutors	Ongoing	
Practical Activities	Continue to identify and make special arrangements for students with disabilities e.g. TA support	Provide advice and training for staff on certain physical disabilities	HSS	Ongoing	



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Area	Targets	Strategy	Lead Person	Timescale	Progress against target at review date
Physical Access	Continue to review and improve access to buildings, corridors and classrooms	Monitor current provision and respond to concerns raised.	SLT/MW	ongoing	No concerns. Reviewed 13/14
	Continue to pursue lift access to Sports Hall	Await outcome of Coventry City Council expansion plans.	MP/MW	2017	
	Adult Education to be relocated to the former LSU building at ground floor level.	This will provide better accessibility.	MW	Sept 2014	
Information	Improve communication to/with parents	Identify families who would benefit from enlarged text/braille via data entry form.	HSS/HOY/Tutor	ongoing	
		Provide an interpreter for school meetings	HSS/HOY/Tutor where possible	ongoing	
		School newsletter available in large format as required	Resources	ongoing	
	Employed multi-lingual staff	Teachers/HSS/TAs	ongoing		
	Provide appropriately differentiated worksheets to promote full access to the curriculum	In conjunction with support staff/TAs			



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Area	Targets	Strategy	Lead Person	Timescale	Progress against target at review date
Availability of Plan	Plan easily accessible	On school website	ICT Team	November 2014	
		Re-produce plan to meet individual requirements (e.g. large print, different languages)	Resources	Ongoing as and when required	

Date of first review: June 2017

Date of second review: June 2020

Date of third review: June 2023

