



Accessibility Plan 2018-2021

1. Vision Statement

The Equality Act 2010 replaced previous anti-discrimination laws with a single act, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

They have a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities.

Contributing to Equality

Every individual within our school has the right to be treated with dignity, understanding, tolerance, respect and fairness and to be in an environment free from abuse, offensive behaviour, prejudice and unfair discrimination. In seeking to eliminate direct or indirect unfair discrimination and to promote equality of opportunity and fair treatment, our School will promote policies and procedures aimed at realising the potential of every individual and maximise resources to ensure that opportunities are open to all.

The School will apply equality within all aspects of our operation, which include:

- Staff recruitment, staff promotion, staff training, and staff pay;
- Pupil admissions and attendance;
- Pupil behaviour, discipline and exclusions;
- The curriculum, teaching and learning and classroom practice;
- Pupil attainment and progress;
- Pupil personal development and pastoral care;
- Membership of the local governing body; and
- Partnerships with parents and communities.

The School will consider the needs of all individuals and our duty towards the 'protected characteristics': age, disability, gender reassignment, marriage and civil partnerships, pregnancy and maternity, race, religion/belief, sex and sexual orientation.

To meet our duty, we will:

- Adopt the Trust Equality Policy and publish it on our website;
- Contribute towards delivering the Trust Equality Objectives;
- Produce an Accessibility Plan and publish it on our website;
- Complete an Equality Impact Assessment to consider the implications of any decisions that may harm individuals on the grounds of the 'protected characteristics' identified above;
- Support the Trust to complete an 'Annual Equalities Statement' by providing monitoring data to it – thereby demonstrating that the School is meeting its equality duty.

Equalities Act

Under the Equality Act 2010 an Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be approved by the 'Governing Body' and reviewed every three years. At Eden Boys' Preston, the Plan will be monitored by the Principal with support from the Senior Leadership Team and Estates Manager. Its effectiveness will be evaluated by the Local Governing Body.

At Eden Boys' School, Preston we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Eden Boys' School, Preston Accessibility Plan has been developed and drawn up based upon consultations with the Trust, pupils, parents and staff of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Eden Boys' School, Preston is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. We are 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 within the school. Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

2. Aims and Objectives

Our aims are:

- To increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment of the school
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities

3. Contextual Information - Update

There are currently 51 pupils on the SEND register; 9.9% of the total cohort. The breakdown is as below:

| Type of Need | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Total |
|-------------------------------------|--------|--------|--------|---------|---------|-------|
| Cognition and Learning | 4 | 14 | 7 | 4 | 1 | 30 |
| Communication and Interaction | 6 | 1 | 1 | 1 | - | 9 |
| Sensory and/or Physical Needs | 3 | - | - | 2 | - | 5 |
| Social, Emotional and Mental Health | 3 | - | - | 1 | 3 | 7 |
| Grand Total | 16 | 15 | 8 | 8 | 4 | 51 |
| Medical Needs | 31 | 35 | 31 | 33 | 17 | 147 |
| Number of pupils on EHCP/Statement | 1 | 1 | | 1 | - | 3 |

4. Current Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on entry to the school.

Physical Environment

The School has disabled access to most of its facilities and ensures that such access is maintained in its ongoing development of additional teaching spaces. As has been best practice in the past, the School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes.

Curriculum

The School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The school will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

Information

Different forms of communication can be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5. Access Audit

The school consists of one four storey building. The building has wide corridors and the fire doors are held open on specifically designed fire door retainers. There is one platform lift which can accommodate a wheelchair, which are maintained on a regular basis through a service agreement with Eric Wright Ltd. Access to the lifts is not restricted and the appropriate staff and students are trained in the operation of the lift when relevant.

On-site car parking for staff and visitor includes four dedicated disabled parking bays. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are three disabled and accessible toilet facilities in the main building. All these are fitted with a handrail and an emergency pull cord.

The school has internal emergency signage and escape routes are clearly marked and well maintained emergency lighting. In the event of an emergency evacuation there are refuge areas for wheelchair users. Fire warden training in respect of emergency evacuation of people with limited mobility is completed on a regular basis and pupils with mobility issues are given a Personal Emergency Evacuation Plan.

6. Management, Coordination and Implementation

The School will seek expert advice as and when new situations arise for pupils, staff, parents and wider stakeholders with disabilities.

5.1 Equality Objectives

The School will contribute towards the Trust's Equality Objectives through the delivery of our priorities.

| Secondary Phase: |
|--|
| % of disadvantaged pupils at Star Schools achieving Grades 9-5 in English and Mathematics to be in the top 5% of Schools in the country |
| % of disadvantaged pupils at Star Schools achieving the English Baccalaureate to be in the top 5% of Schools in the country |
| % of low prior attainment pupils at Star Schools achieving Grades 9-5 in English and Mathematics to be in the top 5% of Schools in the country |
| % of low prior attainment pupils at Star Schools achieving the English Baccalaureate to be in the top 5% of Schools in the country |

5.2 Accessibility Plan

Our Accessibility Plan sets out how our School will improve equality of opportunity for disabled people. This plan sets out the establishment's proposals to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the School curriculum;
- Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services; and
- Improving the availability of accessible information to disabled pupils.

The preparation of the Accessibility Plan has been informed by analyses of data within the School and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed as necessary and at least annually.

Increasing the extent to which disabled pupils can participate in the school curriculum

| Action | Lead Responsible | Identified Budget and any other resources | Target Date | Success Criteria |
|---|-------------------|---|---|---|
| <ul style="list-style-type: none"> - Undertake an audit of staff training requirements - Be aware of staff training needs on curriculum access - Identify online learning training provider/modules if required | SEN/D Coordinator | <ul style="list-style-type: none"> - Cost of differentiation training £1500 - 1 day staff INSET time equivalent | <ul style="list-style-type: none"> - On-going and as required | <ul style="list-style-type: none"> - Comprehensive audit prepared - Priority list of staff training identified - High quality training provider sourced, costed and priority training modules purchased |
| <ul style="list-style-type: none"> - Ensure classroom support staff have specific training on disability issues - Ongoing programme of staff training in disability awareness to reflect needs of pupils within the school and anticipatory duties. Focus on hearing loss and ASD. - Staff access appropriate CPD - Online learning modules if required | SEN/D Coordinator | <ul style="list-style-type: none"> - 3 days equivalent training - 1 day equivalent time with specialist hearing loss staff - £2000 cost of online training | <ul style="list-style-type: none"> - As required | <ul style="list-style-type: none"> - Staff aware of pupils with identified disabilities highlighted in staff training sessions, medical logs and SEND - Staff training programme drafted based upon pupil and staff need - Ensure all staff are aware of disabled children's curriculum access - Staff commence completion of a minimum of one training session/module (if necessary) |
| <ul style="list-style-type: none"> - Ensure all staff are aware of disabled children's curriculum access - Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement - Set up a system of individual access plans for disabled pupils when required - Information sharing with all agencies involved with child | SEN/D Coordinator | <ul style="list-style-type: none"> - 2 hour training time for all staff - 3 days equivalent administrative time | <ul style="list-style-type: none"> - On-going and as required | <ul style="list-style-type: none"> - All staff aware of individuals needs - National Curriculum Inclusion statement shared with teaching staff - Access plans written and staff implement actions specified |
| <ul style="list-style-type: none"> - Train staff in clear communication strategies for pupils with Hearing Impairment - Position pupils appropriately in the classroom - Implement individual actions as specified in individual SEND Service Advice Sheets | SEN/D Coordinator | <ul style="list-style-type: none"> - £1000 - 1 x training day equivalent | <ul style="list-style-type: none"> - At least once annually but on going and as required | <ul style="list-style-type: none"> - All staff received specific training on HI - Seating plans written in accordance with SEN and Disability Service advice sheets - Personalised actions on SEND Advice sheets fully implemented - SEND pupils make at least similar progress to all pupils nationally |
| <ul style="list-style-type: none"> - Implement a Personal emergency evacuation plan for each pupil - Regular checks and tests from LCC on user equipment for HI or other - Staff training in use of equipment - Termly review meetings with LCC | Estates Manager | <ul style="list-style-type: none"> - Time to meet with parents and pupils to develop PEEPs - 1 x hour staff training session in PEEP familiarisation and implementation | <ul style="list-style-type: none"> - By October of each academic year (reviewed 6 monthly) - As specified by LCC on a pupil to pupil basis - Termly meetings | <ul style="list-style-type: none"> - PEEP plans completed for all pupils in line with pupil need - All pupils safely evacuated from school site on emergency tests (and actual) termly drills carried out - Estates staff ensure that pupils with hearing impairment are familiar with the sound of the fire alarm - All staff trained in use of hearing aid equipment and operate - Pupil access to curriculum improved |

| | | | | |
|---|--|---|--|--|
| <ul style="list-style-type: none"> - Increase confidence of all staff in differentiating the curriculum - Assign CPD for differentiation and recording methods | <p>SEN/D Coordinator Senior Leadership Team</p> | <ul style="list-style-type: none"> - £1000 curriculum resources - £500 trainer costs - 1 x training day equivalent | <ul style="list-style-type: none"> - As required (in accordance with identified professional development programme) | <ul style="list-style-type: none"> - Increased staff confidence in strategies for differentiation - Increased pupil participation in lesson and outcome data for identified groups of pupils - Lesson plans show evidence of planning to meet individual need - |
| <ul style="list-style-type: none"> - Ensure ICT is appropriate for pupils with disabilities to support learning. - Review accessibility of ICT (including screens and computers) using specialist expertise as required - Involve pupils in review of hard & software. - Prioritise new software to purchase. - Install identified software where required - Train TAs and admin staff software use | <p>ICT Technician SEN/D Coordinator Vice Principal</p> | <ul style="list-style-type: none"> - 4 days to audit ICT provision time - 1 day equivalent pupil meeting time - 2 days training time for TAs | <ul style="list-style-type: none"> - As required | <ul style="list-style-type: none"> - Wider use of SEN resources in classrooms - Modified equipment purchased to meet need - All relevant staff receive training in use of new software and hardware - Software and hardware in use in specified lessons and impact upon pupil attainment |

| | | | | |
|---|--|---|---|---|
| <ul style="list-style-type: none"> - Review PE curriculum to ensure PE accessible to all - Gather information on accessible PE and disability sports - Seek disabled sports people to come into school | PE coordinator | <ul style="list-style-type: none"> - £600 cover time equivalent | <ul style="list-style-type: none"> - As required | <ul style="list-style-type: none"> - Review of PE curriculum completed - All pupils able to access PE curriculum - Range of information gathered, assessed and any relevant actions identified |
| <ul style="list-style-type: none"> - All educational visits to be accessible to all - Develop guidance for staff on making trips accessible - Ensure each new venue is vetted for appropriateness | Principal Educational Visits Coordinator | <ul style="list-style-type: none"> - 5 days equivalent staff time | <ul style="list-style-type: none"> - As required | <ul style="list-style-type: none"> - All educational visits accessible to all pupils - Accessibility guidance for trips and visits developed and implemented in accordance with trust policy |
| <ul style="list-style-type: none"> - Increase participation in school activities. - Audit participation in extra-curricular activities and identify any barriers. - Ensure school activities are accessible to all students. - Investigate TA flexibility to cover extra-curricular activities if needed. | Leadership Team Estates Manager | <ul style="list-style-type: none"> - TA cover time £300 - 1 day training time needed on risk assessments | <ul style="list-style-type: none"> - Monthly | <ul style="list-style-type: none"> - All visits and trips to secure a minimum of 95% attendance - Extra-curricular audit developed, completed and analysed. - Review school activities |
| <ul style="list-style-type: none"> - Review all trust policies to ensure school fully complies with the implications of disability access. - Involve Pupil Shuraa in review | Principal | <ul style="list-style-type: none"> - Staff meeting and development time for homework section on the school website | <ul style="list-style-type: none"> - Ongoing | <ul style="list-style-type: none"> - Trust policies linked to DDA fully implemented |

Improving the physical environment of the establishment to enable disabled pupils to take better advantage of education and associated facilities and services

| Action | Lead Responsible | Identified Budget and any other resources | Target Date | Success Criteria |
|--|------------------|---|---|---|
| <ul style="list-style-type: none"> - Every area of school, both internal and external is accessible by disabled and wheelchair users and complies with DDA 2005 - External paths all laid for wheelchair use. - Ensure appropriate line and step markings in place for disabled pupils and adults - All light switches at wheelchair height. | Estates Manager | <ul style="list-style-type: none"> - 5 days staff time - £15,000 Estates Budget | <ul style="list-style-type: none"> - Ongoing review - July 2019 | <ul style="list-style-type: none"> - School building fully complies with DDA |
| <ul style="list-style-type: none"> - Provide a wheelchair accessible toilet on each floor with electronic changing tables - Disabled toilet accessible by identified keys - Assess requirements for new intake and new in year admissions | Estates Manager | <ul style="list-style-type: none"> - Maintenance Budget £2500 | <ul style="list-style-type: none"> - July 2019 | <ul style="list-style-type: none"> - Physical accessibility of school increased with wheelchair accessible toilet with changing facilities |

| | | | | |
|---|---|--|--|---|
| <ul style="list-style-type: none"> - Provide temporary (or permanent) lift fob to pupil(s) requiring lift access - Assign TA or pupil buddy to accompany disabled pupil in lift - Train pupil(s) / TA in emergency procedure in lift - Brief and train disabled pupils not to use lift in emergency evacuation - Assess requirements for new September intake / in year admissions | Estates Manager | <ul style="list-style-type: none"> - Cost of TA £5000 - Fob costs - Identified buddy - Time to train identified buddy | <ul style="list-style-type: none"> - Ongoing/as required | <ul style="list-style-type: none"> - Physical accessibility of school increased with access to lift key fob and supporting TA - Pupil and associated personnel fully trained and confident with emergency lift procedures - Requirements for every admissions cycle intake ascertained |
| <ul style="list-style-type: none"> - Assess disability requirements for new pupil intake in September/in year admissions - Provide all identified classrooms with specialist furniture to meet identified pupil disability need and wheelchair use | Estates Manager | <ul style="list-style-type: none"> - Maintenance budget £5000 - Administrative time to undertake assessment | <ul style="list-style-type: none"> - 1 October annually - As required | <ul style="list-style-type: none"> - Identified furniture purchased and in place in accompanying classrooms - Provision for new intake identified and planned for |
| <ul style="list-style-type: none"> - Site supervisor to adjust furniture in accordance with pupil need - Provide classroom acoustics which promote clearer sound recognition | Estates Manager | <ul style="list-style-type: none"> - Half day of site supervisor time as required - HoY meeting time with parents of pupil | <ul style="list-style-type: none"> - 1 October annually - As required | <ul style="list-style-type: none"> - Layouts in classrooms adjusted to meet pupil need - Staff familiarised with requirements - Classroom acoustics assessed as at least good |
| <ul style="list-style-type: none"> - All pupils and adults (including disabled pupils) able to evacuate the building safely in an emergency | Estates Manager Senior Leadership Team | <ul style="list-style-type: none"> - Non-required | <ul style="list-style-type: none"> - As required | <ul style="list-style-type: none"> - All staff and pupil evaluated safely from the school building in accordance |
| <ul style="list-style-type: none"> - Review and update fire escape plan and associated documentation for the building in and out of school hours - Disabled refuge on each of the two external stairwells - Intercoms to be fitted for communication. Train all staff in the use of intercoms - Paper copies of pupil records to be maintained to assist in case of computer failure | Estates Manager | <ul style="list-style-type: none"> - 1 day Estates Manager time - Cost of intercoms - 2 hour staff training - £30 administrative costs | <ul style="list-style-type: none"> - August annually and as required following drills | <ul style="list-style-type: none"> - All fire procedures in place and understood by staff, pupils and visitors (including out of hours) - Disabled refuges identified on both stairwells - Intercoms fitted on both stairwells and all staff trained in intercom use - Paper records maintained |
| <ul style="list-style-type: none"> - Develop and implement a Personal emergency evacuation plan (PEEP) for each pupil | Estates Manager | <ul style="list-style-type: none"> - days equivalent time for Estates Manager to meet with parents and pupils to develop PEEPs - 1 x hour staff training session | <ul style="list-style-type: none"> - Annually - Reviewed 6 monthly | <ul style="list-style-type: none"> - PEEP plans completed for all pupils and shared with staff - All pupils safely evacuated from school site on emergency tests (and actual) |

| | | | | |
|--|-----------------|--|---|--|
| <ul style="list-style-type: none"> - All pupils and adults able to leave the building in a safe and orderly manner during unavoidable closure. - Provide a safe haven for all pupils during unavoidable closure until contact with an appropriate adult can be made in order for the pupil to leave. - Sibling meeting area to be created in main hall. | Estates Manager | <ul style="list-style-type: none"> - Staff Time (variable cost) | <ul style="list-style-type: none"> - Ongoing | <ul style="list-style-type: none"> - All pupils and adults leave the building safely and accounted for during unavoidable closure - Safe Haven identified and all pupils familiar with safe haven location |
|--|-----------------|--|---|--|

Improving the availability of accessible information to disabled pupils

| Action | Lead Responsible | Identified Budget and any other resources | Target Date | Success Criteria |
|---|---|--|--|--|
| <ul style="list-style-type: none"> - School to familiarise itself with LA services for converting information into alternative formats - Ensure availability of written material in alternative formats - Year Heads to be aware of parents/carers access needs and to provide support when needed | Office Manager SENCO/Vice Principal | <ul style="list-style-type: none"> - Reprographics (or similar costs) - variable | <ul style="list-style-type: none"> - July 2019 - July 2019 - April 2019 | <ul style="list-style-type: none"> - LCC Services (or other) sourced and preferred service identified - Letters to parents available in alternative formats - TAs commence process of developing classroom resources in alternative formats |
| <ul style="list-style-type: none"> - Written information provided to parents / carers is accessible and read - Current information reviewed to judge language style, format and accessibility - Investigate the use of 'Communicate in Print' software | Office Manager SENCO | <ul style="list-style-type: none"> - Reprographics (or similar costs) – variable - Cost of Communicate (or similar) software | <ul style="list-style-type: none"> - July 2019 | <ul style="list-style-type: none"> - Information is read - Parents / carers feel that the school is an approachable and supportive institution - Communicate in Print assessed by school as a possible alternate communication tool |
| <ul style="list-style-type: none"> - Continue to ensure interview and induction procedures are robust so that school is aware of all difficulties experienced by parent/carers and pupils hidden and overt | Senior Leadership Team Vice Principal (T&L) Assistant Principal | <ul style="list-style-type: none"> - Meeting / telephone time with parents | <ul style="list-style-type: none"> - Ongoing - July 2019 | <ul style="list-style-type: none"> - School is aware of 'reasonable adjustments' that may need to be made |
| <ul style="list-style-type: none"> - Develop updates for school website to make it easy to navigate | Vice Principal | <ul style="list-style-type: none"> - Website development time (approx. 3 hours per week) | <ul style="list-style-type: none"> - July 2019 | <ul style="list-style-type: none"> - Website updated and parental feedback overwhelmingly positive |
| <ul style="list-style-type: none"> - Ensure all written material is followed up with a phone call so that parents with literacy difficulties are not stigmatised | Heads of Years 7-11 | <ul style="list-style-type: none"> - Head of Year administrative time | <ul style="list-style-type: none"> - Ongoing | <ul style="list-style-type: none"> - Parents with literacy difficulties receive telephone conversation from Head of Year on a regular basis |

| | | | |
|---------------------------|----------------------|----------------------------|-----------------------|
| First Review Date: | February 2019 | Second Review Date: | September 2019 |
|---------------------------|----------------------|----------------------------|-----------------------|

