

Tytherington School Accessibility Plan - 2015-18

Context

The SEN Code of Practice 2014 states that schools must publish accessibility plans setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in three areas.

The aim of the Accessibility Plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils

The school has a set of action plans detailing how it will address the priorities identified in the plan.

Review

Plan is to be reviewed annually and updated as and when changes occur. This is to be recorded in the notes of the Student Performance, Curriculum and Staffing Committee.

1. School Ethos, Vision and Values

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will not tolerate harassment of disabled people with any form of impairment and will also consider students who are carers of disabled parents.

This document is to be read in conjunction with the following policies:

- Conduct and Safety Policy
- Behaviour Policy
- Equality Policy
- School Development Plan
- SEND Policy

- Safeguarding Policy
- Anti-Bullying Policy and Code
- ICT user policy

1.1 What do we understand by ‘disability’?

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day to day activities’. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The disability provisions in the Equality Act are different from those of other protected characteristics. Rather than just treating a person with a disability equally with those that don’t, there are times when they should be treated more favourably in order for them to be able to benefit from what we offer to the same extent as a person without a disability.

We will make all reasonable adjustments to ensure that members of our community with a disability are fully included in our school.

The group Disability Equality in Education (DEE) recommends that all students with SEN and those with long-term medical needs be treated as disabled for the purposes of equality legislation. This is in addition to all students with long-term impairments, which have a significant impact on their day-to-day activities.

We understand that the definition of disability under the Equality Act 2010 is different from the eligibility for special educational needs provision. This means that disabled students may or may not have special educational needs.

1.2 The School’s Strategic Priorities

The whole school priorities identified in the School Development Plan will incorporate the needs of all members of the school.

1.3 Strengths and Weaknesses

The school values actively promote an environment of equality and inclusion for all members of its community.

Any shortfall in the school’s physical environment are clearly identified and prioritised in the Accessibility Action Plan.

2. The General Duty

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As laid out in our Equality Policy, in the same way that we will address the concerns of all people affected by discrimination, we make the following commitments in relation to people with disabilities:

- We will work towards eliminating discrimination and other conduct that is prohibited by the Equality Act 2010.
- We will advance equality of opportunity between people who have a disability and people who do not.
- We will foster good relations between people who have a disability and people who do not.

We recognise that the disability provisions in the Equality Act 2010 are different from those of other protected characteristics. Rather than just treating a person with a disability equally with those that don't, there are times when they should be treated more favourably in order for them to be able to benefit from what we offer to the same extent as a person without a disability.

We will make all reasonable adjustments to ensure that members of our community with a disability are fully included in our school.

3. How will we meet the General Duty

The production of this accessibility plan provides us with a framework for integrating disability into all aspects of school life and it demonstrates how we are seeking to meet the specific duty.

These actions are clearly identified in the 'Action Plan' and, following consultation with appropriate stakeholders; further strategies to enhance our provision may be included.

3.1 Involvement of disabled people in developing the Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate adjustments. This consultation process will be on-going.

The 'Action Plan' will be available to all stakeholders and the progress made will be reported annually.

3.2 Developing a voice for disabled pupils, staff and parents/carers

Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

3.3 The Governing Body

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Meetings of the Governing Body are accessible to all. The body includes the correct quota of parent representatives and their contact details are published in school documentation. When vacancies arise the position is open to all eligible parties and a fair election is held.

3.4 Removing barriers

Physical/curriculum/communication barriers to making the school more accessible are detailed in the 'Action Plan'.

3.5 Disability in the curriculum, including teaching and learning

Schemes of work/individual lesson plans will clearly highlight if special considerations need to be made to allow full access to all aspects of the lesson for all students. Any necessary additional equipment/resources will be provided by the school or outside agencies.

3.6 Eliminating harassment and bullying

Please refer to the school's anti-bullying policy.

3.7 Reasonable adjustments

The views of students and parents are regularly collected. All new parents and families to the school are made aware of the school's physical accessibility, as appropriate, and individual family needs are recorded.

The Student Parliament are also asked to feed back their views.

3.8 School facility lettings

Areas of the school used by the community are accessible by all. The disabled parking spaces are located as close as is practicable to the ramped school entrance. The number of spaces are increased to meet individual needs, for example for pregnant members of staff and for staff and visitors with interim mobility needs.

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3.9 Contract and procurement

Any outside contractor being employed by the school will be required to support the school's disability awareness procedures.

3.10 Information, performance and evidence

a) Student Achievement

Appropriate data for all students is analysed at least 3 times each year

b) Learning Opportunities

In the case of on-site facilities not being suitable for any student, alternative arrangements will be sought.

c) Admissions, Transitions, Exclusions

Entry to the school, at any level, will be based purely on the school's Admissions Policy. Likewise all students facing potential exclusion will be treated fairly following the school's Exclusion Policy.

d) Social Relationships

All students new to the school, irrespective of year group, will follow the relevant induction process. If it is deemed appropriate, tutor/teaching groups will be briefed as to how they can/should respond positively to a newcomer with a disability. This will always be carried out sensitively following consultation and approval from the incoming student/parents. Work in our ROSE Day programme delivers information to help all students in their understanding of the needs of everyone in our school community.

e) Employing, Promoting and Training Disabled Staff

There will be no discrimination on the grounds of gender, race, marital status or disability in the recruitment and selection process. The aims of the recruitment and selection process will be to ensure that equality of opportunity is considered as an integral part of recruitment practice, thus encouraging diversity by reducing unnecessary barriers. Adjustments to enable disabled candidates to meet the requirements of the post will be considered.

3.11 Reviewing/Monitoring

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The 'Action Plan' will be reviewed annually and monitored through the Curriculum Committee of the Governors. The scheme will be revised every three years.

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