



South Gloucestershire and Stroud Academy Trust (SGSAT)

Accessibility and Disability Plan For The Forest High School

If you would like this document in an alternate format

Please contact the SGS-GS Human Resources Department

Policy and Procedure Prepared by:	Yvonne Jones
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Approved by:	SGS-AT Board of Trustees
Date:	8 February 2017

Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	To set out how SGSAT seeks to ensure that students can learn in a supportive environment without fear of bullying				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
Age	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Persons in care	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
Is there any concern that the policy may operate in a discriminatory way?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required					
Completed by: Moira Foster-Fitzgerald Position: Chief Croup Services Officer Date: April 2016					

Accessibility and Disability Plan for The Forest High School

Introduction and aims

The Forest High School as part of the South Gloucestershire and Stroud Academy Trust believe in providing every opportunity to develop a students' full potential. All our students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is both the trust and school's aim to reduce and eliminate barriers to:

the curriculum

all aspects of school life

the school environment for students and prospective students, staff, parents and visitors with a disability.

In this scheme the school outlines how it can promote disability equality for all disabled students, staff, parents, governors and visitors to the school. The school also has a duty to publish the Accessibility Plan and Disability Equality Scheme which explains what the school is doing now, and what is planned to be done over the next three years.

Background

Under the Equality Act 2010, The Forest High School should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b)The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal duties. The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Trust to ensure the schools in the trust practices and policies comply with these acts and increase access to education for disabled students.

It is our duty to make sure that:

- We do not to treat disabled students less favourably for a reason related to their disability;

- We make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- We plan to increase access to education for disabled students.
- We do not discriminate against anyone as explained in the DDA, 1995
- We do not allow any form of harassment of people with a disability
- We promote positive attitudes towards anyone living with a disability
- We remove barriers which may discourage disabled people from playing a full part in the life of the schools
- We encourage full participation by everyone in the activities of the schools.

The accessibility action plan is resourced, implemented, reviewed and revised annually.

Definitions of disability

A person has a disability if he/she has a physical or mental impairment that is:

- Substantial;
- Long-term; and
- Has an adverse effect on his/her ability to carry out normal every day activities.

The School's disability register is kept securely in the School.

Principles

- Compliance with the above-mentioned legislation is consistent with the trust's and school's aims, Equal Opportunities and the operation of the trust's Inclusion and SEND Policy
- As an admissions authority the trust's admissions policy applies which does not discriminate a disabled child
- The trust and school recognises that it is unlawful to discriminate against a disabled student by excluding him or her from school for a reason related to the student's impairment
- When recruiting staff disabled people will not be discriminated against
- The trust and school recognises and value parents' and carers' knowledge of their child's disability and seek partnership and consultation

- The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students in as inclusive a curriculum as possible by:
 - setting suitable learning challenges
 - responding to students’ diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of students
 - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting students young people and adults with disabilities.

Purpose and direction of the school’s plan

The school’s Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) will aim to demonstrate how we intend to meet our duty to promote disability equality for disabled students, staff, parents and visitors.

Information from student data and school audit

Information about the needs of disabled people will be gathered through:

- Pupil admission information
- Parental questionnaire
- SIMs data
- EHCP/My Plan/My Plan Plus
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress/attainment)
- Assessment records
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school’s self-evaluation process and Learning Excellence Framework and is used to inform future plans and schemes.

Views of those consulted during the development of the plan

To ensure the school is a welcoming environment for everybody, all stakeholders are consulted. Where adjustments need to be made, consultation has taken place with those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of the school DES and AAP include:

- Students with and without a disability

- Parents/carers of students who have a disability
- Staff
- Governors
- Members of our community with relevant experience
- Local Special schools and Outreach Teams

Consultation included questions about barriers to learning and full involvement in school life. These include:

- Movement around the building and grounds easily and confidently
- Having equal opportunity to access lessons and other activities
- How we could improve communication between home and the school
- How we could raise awareness of the scheme and the issues addressed so that all members of the school community could be more proactive in including disabled people in every aspect of school life

Key priorities in the school plan are:

- Increasing the extent to which disabled students, young people and adults can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students, young people and adults can take advantage of education and wider life of the school, including trips and clubs
- Improve the accessibility of written information to disabled students, young people and adults.

Making it happen

Audit, management, implementation and monitoring

Audit of provision

- Students are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Students have individual learning targets, closely monitored and regularly reviewed
- All staff are trained in Learning Excellence Framework and this continues to be developed and updated
- Analysis of progress and performance data enables us to measure the impact of intervention and support strategies for children on the SEND register
- Teaching Assistants are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities

- The SEND register is kept up to date (and will include the identification of students with a disability)
- Appropriate and specific intervention programmes for students with SEND
- Individual EHCP/My Plan/My Plan Plus and reviews are in place
- Advice is sought from SEND Support Service for Gloucestershire, Educational Psychologist and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired

(b) learning and teaching:

- We will review and monitor to ensure disabled students make progress in line with their abilities, and will evaluate and adapt our practice accordingly
- Student progress is monitored
- Additional support (small group or 1:1) will be provided where possible
- EHCP, My Plan and My Plan Plus targets ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly
- Use RAISE online, SIMS, SISRA or other data tracking software and monitoring in school by senior staff to track and analyse the achievement of all our students
- Review of policies in the Trust is ongoing, including introduction of new Inclusion and SEND Policy and Anti-bullying Policy
- We are a 'Healthy School'

(c) communication methods

- Use of interactive whiteboards
- Use of ICT resources by students
- Visual timetables for some students
- Newsletters to parents/carers
- Twitter
- Use of School website
- Informal discussions with parents/carers

- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of disabled stakeholders canvassed. Feedback will come from:

- Pupil interviews
- School Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Governors
- Other visitors and users of the school
- Outside Agencies

Monitoring and Impact Assessments

The Local Governing Body will review the Action Plan annually. The school will measure the impact of any changes or initiatives on the quality of school life in its widest sense for those students on the disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- Students interviews
- Increasing staff awareness
- Parental questionnaires
- Analysis of assessment data

The action plan will be evaluated and updated annually.

The SEND register will be updated as and when necessary.

Formal review of the scheme will take place after three years

The impact of all school policies and practices on disability equality will be assessed at the time of review with the Local Governing Body and a review group which will include students with a disability. The school will report on the scheme annually. The scheme will be reviewed and revised as necessary (and on a three-year cycle).

Access to the scheme

The scheme will be available on the school website and hard copies produced on request at the school reception.