

# Tupton Hall School

Redhill Academy Trust

## ACCESSIBILITY PLAN

September 2023

3 Year Policy

Person responsible:

Mrs A Webb

Reviewed by SLT:

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Approved by Students & Standards:

Ratified by Full Governing Body:

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# Accessibility Plan

## Introduction

Tuption Hall School is committed to providing a full, inclusive curriculum for all students and for all students to feel valued. We want all our students to achieve their full potential academically, emotionally, physically and socially.

The Governing Body recognises its responsibility under the Equality Act 2010. As part of the Equality Act, a combined public authority duty was introduced from April 2011 which covers nine protected characteristics. These include:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnerships
- Pregnancy and Maternity
- Race
- Religion and Belief
- Sex
- Sexual Orientation
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Disability is defined by the Disability Discrimination Act 1995 as:

*“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”.*

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils and prospective pupils with a disability.

## Principles

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy and the operation of the school’s SEN policy. The school recognises its duty under the DDA as amended by the SENDA

- 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 Commissions Code of Practice.

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 adapted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 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

### **Accessibility Plan Elements**

The plan has three interlinked elements:

1. Increasing the extent to which disabled students can participate in the school curriculum by:
  - Providing for all students a curriculum which is appropriate to their needs.
  - Ensuring that the curriculum is taught in such a way that all students, regardless of any disability may benefit fully from it.
2. Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services by:
  - Ensuring that all the school buildings and grounds are fully accessible to students with mobility, sensory and other disabilities (impairments).
  - Providing appropriate educational equipment and physical aids to ensure that the curriculum can be accessed fully by all students.
3. Improving the provision of information in a range of formats for disabled students by:
  - Providing for students and their parents/carers information about the school and its curriculum in a format that takes account of any disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented and revised as necessary or annually.

Attached is a set of action points showing how the school will address its priorities.

### **Linked Policies**

This plan will contribute to the review and revision of related school

policies School development plan  
 Staff training plans  
 SEND policy  
 Equal Opportunities  
 policy Site Management

## Identifying Barriers to Access: A Checklist

Section 1: How does Tupton Hall School deliver the curriculum?		
Question	Yes/No	Evidence
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes	A core team of TAs support students with particular disabilities. They are given the necessary training e.g. moving and handling, massage techniques. The Visual Impaired and Hearing Impaired Services assess the school for the needs of individual students and provide guidance and training for staff e.g. use of the microphone for a child with cochlear implants.
Are your classrooms optimally organised for disabled pupils?	Yes	Some rooms are quite small but teachers use of seating plans, informed by the information on students' needs shared in their support plans, ensure students are seated in the best place for them. For example a student with hearing difficulties may be seated at the front of the classroom on the side of the room that optimizes their hearing in that setting. Some specialist classrooms have specialist equipment which enables students with specific needs. For example we have height adjustable cooking facilities in DT Food.
Do lessons provide opportunities for all pupils to achieve?	Yes	A variety of teaching and learning styles and differentiation allow for students to succeed and show progress in different ways. Where necessary, students have a support plan that is shared with staff. This outlines QFT strategies to support the student.
Are lessons responsive to pupil diversity?	Yes	DEI Advocates have been appointed in school and they are reviewing curriculum plans to ensure they are diverse and inclusive. There is an active Inclusivity and Wellbeing Group, for staff and students. Each faculty has a DEI Ambassador.
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes	Lesson observations show that these are all normal ways of working are used regularly by teachers of all students.
Are all pupils encouraged to take part in music, drama and physical activities?	Yes	All students access the full curriculum wherever possible which includes music, drama and PE at KS3 (and can do if they choose these subjects at KS4/5). Adapted equipment is available for them to use. The PE faculty is actively involved in SEND events that are on offer for students with SEN and disabilities. Events range from basketball, Sportshall athletics, football, cricket, tennis and boccia. Students are actively encouraged to join extra-curricular Enrich clubs for a range of different activities. These are advertised to students via student notices on a weekly basis.

Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes	Student support plans provide staff with the information they need to differentiate appropriately for all students they teach. Information is also shared at meetings with teachers of key students to ensure they are aware of how this can be done effectively. Teaching Assistants supporting students in lessons will inform the teacher if a student has struggled with a particular aspect of their work as a result of their additional needs.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes	Adapted equipment is available. Additional time and additional support is provided to students in these situations.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of physical education?	Yes	Adapted equipment is available. Additional time and additional support is provided to students in these situations. There is still the need to develop further the differentiation of work for students with academic needs as opposed to physical needs.
Do you provide access to computer technology appropriate for students with disabilities?	Yes	Where required students have their own laptops provided by a specialist service such as the Physically / Visually Impaired Service. School laptops are also available for students to use when required. Reader pens are available for students who need them in assessments and external exams.
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Yes	Students have been able to participate in residential trips abroad (and other visits) through the school's commitment to providing TA support to them at these times.
Are there high expectations of all pupils?	Yes	Aspirational targets are set for all students based upon their academic ability.
Do staff seek to remove all barriers to learning and participation?	Yes	There is a personalised response to students with additional needs to ensure they are not excluded from any curricular or extra-curricular activities. For example, additional staffing on residential trips, small rooms for exams, alternative PE activities.

## Section 2: Is Tupton Hall School designed to meet the needs of all pupils?

Question	Yes/No	Evidence
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	Yes	Most facilities of this nature are on the ground floor. There is a lift at both ends of the building to allow access to upstairs rooms. Students who need to use the lift are accompanied if necessary.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Yes	Wheelchair or walking aid users are allowed to move between lessons a few minutes early to ensure they can make their way safely along the corridors. A number of disabled toilets are available on the ground floor. A specialist room is available for students who require

		physiotherapy during the day.
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes	Disabled parking is available at the entrance to the school. There is also a path as well as steps down from the main car park. Zebra crossings are located at key crossing points on the school site. Large signage is displayed on both the inside and outside of the buildings. Different internal areas of the school are colour coded.
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes	Disabled students all have an evacuation plan. Some students are not required to evacuate to the same point as the majority of the school but are supervised at a different location less distance from the building.
Are non-visual guides used to assist people to use buildings including lifts with tactile buttons?	No	The lift has Braille on the buttons inside access to the lift is with a key, therefore, assistance is provided through someone else accompanying students in the lift and/or around the building if their visual impairment makes this necessary.
Could any of the décor or signage be considered confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	Yes	The stairs inside and outside the building have markings to show where the edge is. Digital signage around the school may not be accessible to all due to the size of the font and font and background colour but this information is also provided via student notices (shared with students verbally and through a ppt) and is available on SIMS.
Are areas to which pupils should have access well lit?	Yes	Good lighting both inside and outside the building. All classrooms and social areas benefit from natural light through at least one wall having windows across the full length of it.
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes	Most rooms are carpeted except for science labs, PE facilities and DT workshops. Ear defenders are available when using noisy equipment in DT.
Is furniture and equipment selected, adjusted and located appropriately?	Yes	Specialist equipment is provided for students needs e.g. stools with a back support for use in science labs, rise and fall desks, writing slopes, pen grips, wobble cushions.

### Section 3: How does Tupton Hall School deliver materials in other formats?

Question	Yes/No	Evidence
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Yes	Info is shared with staff so that they can meet the needs of students who need a particular size font, colour of paper, use a coloured overlay. There is no current need for information in Braille but we do have a member of staff with a little knowledge of this. Reader pens are used by some students in exams.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and	Yes	The teacher does this with the whole class or the TA working with an individual student will give verbal explanation. Some rooms have audio projection available. It is recognised as good practice in lessons to

describing diagrams?		provide information in more than one way for all students.
Do you have the facilities such as ICT to produce written information in different formats?	Yes	Information can be enlarged and printed on a specific colour. When using ICT students are able to adjust font size and colour and background screen to enhance clarity and visibility.
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes	Ongoing training is provided according to the needs of the students attending the school at the time.



## Improving access to the curriculum of the school – 2023-2024

Targets	Actions	Staff	Time	Impact
<b>To ensure all staff who teach students with specific needs are aware of these students, how their need affects their ability to access the curriculum and what they can do to assist them.</b>	<p>SENDCO to provide training to teachers, where necessary, throughout the academic year.</p> <p>SENDCO to ensure that support plans are available at the start of the year and all staff are reminded of how to access this and of their responsibility to differentiate the curriculum for students.</p>	SBU	<p>CPD</p> <p>Ongoing</p>	Work will be differentiated appropriately ensuring all students can access the curriculum at a level appropriate to their needs and allowing them to make progress.
<b>To develop use of assistive technology to help students in exams.</b>	Curriculum managers to liaise with the SENDCO regarding students who need these resources and order and use them where possible and appropriate.	SBU/ABA	Ongoing	Students will be more able to access the curriculum and will be better prepared for the use of assistive technology in their exams.
<b>To develop the foundation learning curriculum offer to meet the needs of some students at KS3 and KS4 for whom the purely academic route is not suitable.</b>	<p>SENDCO/SAHT (Curriculum) to develop the offer of appropriate alternative qualifications.</p> <p>SENDCO/AP Teacher to continue to source appropriate alternative provision and advise on alternatives that could be developed within school.</p>	<p>SBU/ANE</p> <p>SBU/ABA</p>	<p>Ongoing</p> <p>As necessary/SIT</p>	Appropriate curriculum offer is available for students with additional needs allowing them to progress on to appropriate Post 16 destinations.
<b>To ensure the working and maintenance of all specialist facilities.</b>	Visual inspections and maintenance.	Operations Manager / Site Staff	Ongoing	Facilities required by disabled students and visitors are appropriately maintained and in good working order.
<b>To ensure good maintenance to the entrance to the school site and outside areas.</b>	Visual inspections and maintenance.	Operations Manager / Site Staff	Ongoing	Entrance routes for all staff, students and visitors are appropriately maintained and in good order.

<p><b>To ensure safe, and where necessary, supported arrival and departure of students to and from school.</b></p>	<p>Permits provided to parents/drivers of targeted students allowing them to drop off and pick up at the main entrance of the school.</p>	<p>ALI/SBU</p>	<p>As necessary</p>	<p>Vulnerable students are able to get in to and out of the school easily and with the appropriate level of supervision for their needs.</p>
<p><b>To be prepared to make written material in alternative formats available depending on the needs presented by students/parents.</b></p>	<p>Check with the LA, the services they can provide for conversion of written information into alternative formats.</p>	<p>SBU</p>	<p>As necessary</p>	<p>Ensuring compliance with the Disability Discrimination Act.</p>
<p><b>Improve literacy levels of all students in order that they can access resources at the appropriate level for their age/key stage.</b></p>	<p>Use of accelerated reader and DEAR time in Key Stage 3.</p> <p>Literacy interventions such as Buddy reading, accelerated literacy, No Nonsense phonics, SNIP Literacy and Lexia Power Up for targeted students.</p> <p>Reading as a core part of the Character curriculum.</p>	<p>ABA/ANE/ SBU</p>	<p>Ongoing</p>	<p>Students' ability to access written resources improves so aiding their progress in lessons.</p>