

Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- o Not to treat disabled pupils less favourably for a reason related to their disability;
- o To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- o To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- o Increasing the extent to which disabled pupils can participate in the school **curriculum**;
- o Improving the **environment** of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- o Improving the delivery to disabled pupils of **information** which is provided in writing for pupils who are not disabled.

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

DEFINITION OF DISABILITY

A person has a disability if he (or she) has 'a physical or mental impairment which has a substantial and long-term adverse effect on his (or her) ability to carry out

normal day-to-day activities.' (DDA 1995 Part 1.1.)

'Physical impairment includes sensory impairment, such as those affecting sight or hearing as well as conditions such as diabetes or epilepsy. (Disability Rights Commission 2006 *The Duty to promote Disability Equality*).

'Mental impairment' includes any impairment resulting from or consisting of a mental illness. This definition has been broadened by the DDA 2005 to include mental illness which has not been 'clinically well-recognised' (DDA 2005 ch.13.18). "A particular condition exists, whether or not it has been officially diagnosed.... Equally a diagnosis does not of itself mean that a child is covered by the DDA...It is the effect on... ability to carry out day-to-day activities that has to be considered...A child's ability to memorise, concentrate, learn, speak, move is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability" (DfES 2006 *Implementing the DDA in schools and early years settings*).

The term is meant to cover a wide range of impairments relating to mental functioning, including 'learning disabilities' and hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD).

Uxbridge High School welcomes the broad definition of disability as in government guidance: 'For planning purposes and for avoidance of discrimination, it may be helpful to think of more pupils with SEN being included within the definition of disability rather than fewer: it is likely that many of the pupils who have SEN and a statement, or who are at School Action Plus, or Early Years Action Plus, will count as disabled.' (*Implementing the Disability*

Discrimination Act in schools and early years settings' 2006)

1. WHO IS THE PLAN FOR?

This plan belongs to the whole of the community of Uxbridge High School, disabled and non-disabled members. The plan strategically maps out the school's vision and consequent practical implications to improve access for its disabled children who are in the school now, and those children who may come in the future -- children who are in the school system but at an earlier key stage, and children who are not yet in the school system, but about whom the local authority and other agencies may have information.

1A: The purpose and direction of the school's plan - Vision and values

a) Vision for all Children:

Uxbridge High School is committed to the principles of the National Curriculum Inclusion Statement, which are to set suitable learning challenges, respond to pupils' diverse needs and overcome potential barriers to learning and assessment for individuals and groups of pupils.

b) Vision for LDD Children:

Uxbridge High School's vision for its disabled pupils is based upon its wider commitment to equal opportunities-- that every child matters – and therefore all children are made welcome irrespective of race, creed or impairment. The school believes that:

- Every child has a fundamental right to education, and must be given the opportunity to achieve
- Every child has unique characteristics, interests, abilities and learning needs
- Children with LDD must have access to education which should accommodate them within a child-

centred pedagogy capable of meeting these needs

- Inclusion and participation are essential to human dignity and to the enjoyment and exercise of human rights. (*Salamanca Statement*)

Uxbridge High School has high ambitions for its disabled pupils. The school upholds the 'social model of disability', that is, the view that disabled children experience social disadvantage, which 'is not the inevitable result of their impairments or medical conditions, but rather stems from attitudinal or environmental barriers'. (*The Duty to Promote Disability Equality: Statutory Code of Practice, DfES 2005*). The school therefore welcomes the widened remit of the Disability Discrimination Act to ensure that children with disability have full access to education, in particular, in terms of the curriculum, the physical environment and information, and are treated 'more favourably' so that their rights to achievement are positively promoted.

1B: Information from pupil data and school audit

Who is in the school?

Uxbridge High School has a total of 1086 students of whom 899 are 11-16, and 187 in the sixth form. The boy/girl ratio is 56% / 44%. The proportion of pupils eligible for free school meals is 33%.

The proportion of pupils with learning difficulties and disabilities (LDD) is 7.8% which is below the national average of 18% (200 pupils out of 1000), and slightly lower than Hillingdon's overall average of 21.4% of these pupils. 0.92% come from minority ethnic backgrounds, of whom all speak English as an additional language. 61% of pupils with identifiable SEN are eligible for free school meals

The breakdown of Uxbridge High School children's types of LDD, as a percentage of

the total number of pupils with LDD in the school is as follows: 11.3% have sensory / physical needs; 26% have moderate learning difficulties; 12% have medical needs; 13% have speech, language and communication difficulties; 33% have a specific learning difficulty; 46% have emotional, social and behavioural difficulty; 2.6% have autistic spectrum disorder; 1% of the school population is statemented, which is in line with the outer London and national averages.

Attendance and Exclusion

Overall attendance for the past year was 91.8% (Hillingdon average was 91.5%, national average was 92%). Of the pupils with LDD, overall attendance was 85%, owing to unauthorised absence for pupils with emotional, social and behavioural difficulties, and those with autistic spectrum disorder.

Key Action: Liaison with specialist services involved with pupils -- behaviour specialists, ASD advisers and attendance officers.

Children with LDD in the future:

In terms of future planning, it is expected that the number of pupils with sensory / physical impairments, speech, language and communication difficulties, as well as ASD, will increase, in proportion to the increase in the number of children in these categories of SEN in feeder schools. Over the next 3 years, the school can expect an increase in the above categories of SEN pupils by 20%

Key Action: Meeting the needs of these children is to be part of accessibility and school improvement planning.

Areas for Improvement in terms of the Every Child Matters outcomes:

Being healthy: 99% of 11 – 16 year-olds with LDD participate in school sports for two hours per week.

Key Action: audit of all children to ascertain healthy eating styles and further develop criteria to judge this outcome.

Staying safe: None of the children and young people with LDD are subject to section 47 child protection enquiries.

Key Action: Strategic liaison with social service, the Parent Partnership and other external partners to explore preventative measures.

Enjoying and achieving: All of the children with LDD report that they enjoy their time at school and feel they achieve. 80% of children with LDD participate in leisure and cultural activities at the school. Please refer to the detailed account of achievement in the curriculum section of this plan.

Key Action: The school is currently looking at ways to redress the issue of those pupils who do not participate in leisure and cultural activities.

Making a positive contribution: All children with LDD are encouraged to participate in and contribute to the life of the school.

Key Action: consultation with pupils, their parents, staff, external partners and voluntary organisations to look at improving participation opportunities for pupils with LDD, in particular, pupils identified as having BESD.

Achieving economic well-being:

100% of year 10 students with LDD participate in work experience with local employees. Pupils with statements rarely leave school without qualifications and value added data suggests that pupils with LDD do make as much progress as pupils with LDD nationally. Attainment of pupils with LDD on entry to the school is at the national average.

1C: Views of those consulted during the development of the plan

In 2007, there was a school wide consultation process so that everyone has ownership, and the child's voice has been at the centre. The school has positively

encouraged children with LDD to participate in the School Council. Teaching Assistants are on hand to spend some time with pupils to facilitate communication and participation.

There has also been consultation with external partners in order to use professional expertise, for example, the SEN Learning Support Service and Educational Psychology Service.

2. THE MAIN PRIORITIES IN THE SCHOOL'S PLAN

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The aim of the curriculum is to provide: 'a personalised education that brings out the best in every child, that builds on their strengths, enables them to develop a love of learning, and helps them to grow into confident and independent citizens, valued for the contribution they make'. (Removing Barriers to Achievement DfES 2004).

Policy

The school is keen to provide increased access to the curriculum for children and young people with LDD within the next three years, so that they have courses made available to them which:

- Build on their interests and aptitudes, matching their potential and prior attainment, and are part of relevant curricular pathways and recognised qualifications.
- Provide real opportunities for progression, training and work.
- Involve personalised learning whereby the pace and approach to learning meets individual needs. (*Raising Barriers to Achievement* DfES 2004)

The formal curriculum:

The curriculum's strength is that all students have sufficient sporting activities during the day.

Specific Areas for Improvement:

Uxbridge High School has identified the following areas for improvement within the next three years, in order to address the full range of learners' needs, so that LDD pupils achieve good outcomes:

- The curriculum does not meet the needs of LDD students effectively across all key stages, in particular at Key Stage 4 and post-16.

Key Action: introduce alternative curriculum choices focusing on literacy and numeracy qualifications, as well as vocational qualifications, for pupils who are low attainers.

To further increase the vocational options. Action: improve post-16 options to include basic skills and vocational opportunities, which lead to recognised qualifications.

There are inconsistencies in the development of literacy and numeracy across the curriculum. Action: an overall approach to the development of literacy and numeracy skills led strategically by the curriculum managers. Provide curriculum space for pupils to have the opportunity to over-learn core subjects with supervision, on a one-to-one or small group basis.

Key Action: a more focused careers education in order to prepare students for transition. Closer liaison with the Connexions service to further improve a seamless transition process for children and young people with LDD

All pupils have the opportunity for work experience, but not all LDD pupils want to take up this opportunity. Action: review of work experience currently on offer and consult with students with LDD and parents to explore whether there needs to be support to take up existing opportunities, or a change in the type placements available.

General Areas for Improvement:

The school will develop the curriculum by:

- Using support networks: collaborating with neighbouring schools, in order to share good practice and resources. Taking a multi-agency approach, drawing on advice and expertise of external partners, such as the SEN Learning Support Service, Connexions and the Educational Psychology Service. Explore ways in which to use this support creatively in order to obtain best value for money.
- Developing expertise and effective use of target setting and data systems as a means of monitoring performance of pupils with LDD, in relation to the National Curriculum, to inform curriculum development, and suggest which pupils would require an alternative curriculum, as well as evaluating the impact of provision.
- Reviewing classroom practice -- ensuring that every classroom teacher is supported and trained to be an inclusive teacher, so that pupils with LDD are at the heart of lesson planning and delivery (e.g. schemes of work to focus on differentiation, seating plans to encourage peer group support and collaborative learning). Individual teachers' professional development will be focused the school's need to build capacity to address pupils individual learning needs, as this has a key impact on the outcomes children achieve. Teachers and students to become experts in personalised learning. Encouraging the sharing of good practice across the school.
- Reviewing work practice: exploring more creative ways of deploying teaching assistants so that individual pupils are not constantly accompanied by an adult in everything they do, and providing them with a clear career

structure and training. Establishing good practice in relation to the use of SENCO time.

- Being flexible with the school timetable, so that it can be responsive to pupil choices and needs..

The non-formal curriculum

Uxbridge High School believes in ensuring that 'all pupils...have regular opportunities to learn, play and develop alongside each other' (*Raising barriers to achievement* DfES 2004).

Current Situation:

Pupils with LDD participate in lunch-time and after-school activities.

Area for improvement: Lunch-time clubs, after school activities and school trips are well attended by most pupils with LDD.

Area for improvement:

Pupils with emotional, social and behavioural difficulty find the 50-minute lesson change disruptive, which leads to their own behaviour being disruptive on leaving and entering a new classroom.

Key Action:

Consult with pupils with BESD, their parents, behaviour support team and network of schools to explore options.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Policy

Uxbridge High School's commitment to providing access to its pupils with LDD is central to its building and refurbishment projects. Following widespread consultation with all stakeholders, it was felt that the design principles of the draft non-statutory guidance *Building Bulletin 77: Designing for pupils with Special Educational Needs and disabilities in*

Schools reflects the school's own vision for its children with LDD:

"It is essential to provide a high quality of design in learning environments for all pupils, especially for those children and young people with special educational needs and disabilities...to provide learning opportunities and challenges that lead to positive outcomes for all pupils. Inclusive design can enable and empower children and young people to participate in life at school and in the wider community".

The school therefore has adopted the principles of document to drive its own building and refurbishment plans.

Key Action:

The planned new building scheduled to begin in 2007 is a result of liaison between the school architect, students, parents, staff, governors and external partners from the various specialist advice services.

Rooms are needed to facilitate:

- Meetings with parents.
- Parenting Course to be set up.
- Toilet and hygiene facilities to support pupil needs

The library will also be refurbished with accessibility features as follows:

- Lighting and clearly outlined door frames will take account of visually disabled children.
- Furniture, fittings and equipment, ICT, materials and colour finishes will be designed with pupils with LDD in mind.

Key Actions for existing buildings:

There are reasonable adjustments which will be made independently of building projects, for example, visual signage, furniture arrangements, timetabling and re-allocation of rooms will be used to facilitate increased access. These are to be implemented in those areas of the school where there are no plans for refurbishment building work. All orders for

equipment will now include accessible options for children with LDD, for example, calculator orders will include a number with large keys for visually impaired pupils.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Policy

Uxbridge High School is keen to implement its duties under the DDA to improve the delivery of information for pupils with LDD, which is provided in writing for pupils who are not disabled: within a reasonable time and ways which are determined after taking account of their disability and any preferences expressed by them or their parents.

The purpose of this duty is so that children can access education and all school activities, either on site or off site, by alternative means of communication, in order that they are not disadvantaged by their disability.

Current Situation:

There are many forms of information in the school -- information given to pupils during lessons: writing on board, text in books, information recorded by pupils on paper or in books, homework, timetables, teacher feedback and marking, tests and examinations, website & notices.

Area for improvement:

Development of alternative forms of communication.

The school has already begun to use the following forms of communication to relay information and so has developed skills and resources: voice recording computer software for pupils with specific learning difficulty and visual impairment, enlarging print for visually impaired pupils and mind-

mapping techniques for pupils with specific learning difficulty.

Key Action:

The school to use experience of 'reasonable adjustments' made for individual pupils to contribute towards strategic planning for the development of improved resources for access to information, for example, computer software for dyslexic children, visual displays for pupils with concentration issues.

The school to consult with children with LDD, their parents and teachers, external partners (the SEN Learning Support Service, the Educational Psychology Service and voluntary organisations).

Management, implementation and co-ordination of the plan

Planning process:

The Governors Education Committee will review the accessibility plan annually.

The plan will last for a period of 3 years but is a working document, to be amended as necessary. There will be an on-going review process by means of a working party, lead by the SENCO comprising children with LDD, their parents, staff and governors, external partners and voluntary agencies working with children and disability.

Links with other school policies and plans:

The accessibility plan is linked to the School Improvement Plan, Equal Opportunities, Special Educational Needs, Disability and Inclusion Policies.

Implementation:

The SENCO and Line Deputy have lead responsibility for this plan.

Resources and Funding:

Will be provided from the Schools Access Initiative, the school's devolved capital budget and delegated budget.

Getting Hold of the School Plan

The accessibility plan will be made available in written text and alternative forms of communication to students, parents and all stakeholders and in summary form in the school prospectus and on the school website.