

Plymouth
School of
Creative Arts

make
discover
perform

Accessibility Action Plan
Last Reviewed: September 2018

Our school has the following purpose:

The transformation of children's lives and the city they live within.

The processes and practices described within this document aim to ensure that the school is legislatively compliant in working to ensure that every child is supported and enabled to be the best they can be.

The plan will be made available online on the school website, and paper copies are available upon request.

1. Statement of Intent

Plymouth School of Creative Arts is committed to resourcing, implementing, reviewing and revising its Accessibility Action Plan bi-annually. Dynamic assessments and audits are intended to inform this process.

Our purpose is:

1. to be sensitive to the needs of every child.
2. to reduce barriers to learning in every area of school life.
3. to ensure the curriculum is accessible to every student.
4. to keep equality of opportunity embedded within our practice.
5. to have regard to any Department for Education's guidance as may be in force and amended from time to time.

2. Principles

The Equality Act 2010 and the Disability Equality Scheme require schools and local authorities to actively promote the quality of opportunity for disabled people. The Equality Act requires schools:

- Not to treat disabled students less favourably.
- To make reasonable adjustments to ensure that disabled students are not at a substantial disadvantage.
- To draw up a plan to show how, they will increase access to education for disabled students (Accessibility Action Plan).

This document sets out the proposals of our school to increase access to education for students who are disabled in the three areas required by the planning duties of the Equality Act:

1. Increasing the extent to which students who are disabled can participate in the school curriculum;

2. Improving the environment of the school so students who are disabled can take greater advantage of education and associated services;
3. Improving the delivery of the curriculum to students who are disabled.

3. Definitions

a. What constitutes a disability?

The Equality Act describes a person who is disabled as having:

'a physical or mental impairment which has a substantial and long-term¹ adverse effect on his or her ability to carry out normal day-to-day activities'.

¹ Long term – means has lasted or is likely to last more than 12 months

Physical impairment may cover mobility difficulties and sensory difficulties such as hearing and visual impairment, and medical conditions such as asthma, diabetes, epilepsy or HIV.

Mental impairment includes neurological deficits such as specific learning difficulties; autistic spectrum conditions (ASC), speech and language difficulties, mental health conditions and attention deficit hyperactivity disorder (ADHD).

b. What defines 'reasonable adjustments'?

In determining what is reasonable the school will have regard to:

- The financial resources available to the school;
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required;
- The practicality of making reasonable adjustments;
- The extent to which aids and services will be provided via an Education Health Care Plan, or by provision paid for outside the school's resources;
- Health and Safety requirements;
- The interests of other students;
- The need to maintain academic, musical, sporting or other standards.

4. Practice

In order that Plymouth School of Creative Arts is fully compliant with the Equality Act, we work hard to ensure that all staff are made aware of the duties towards children who are disabled and the 'reasonable adjustments' needed for particular children. Our Studio model for learning aims to ensure individual needs are met consistently through a team-based approach. Strategies to support individual needs are developed, distilled and described through students' individual learning profiles as a part of this process.

Identifying the needs of students

Parents, carers and staff collaborate to identify and provide for the needs of individual students, as outlined in Individual, Team and Group Learning Profiles and Education, Health & Care (EHC) plans. The views and aspirations of students who are disabled, their families and designated professionals are an important part of our development planning and person-centred planning processes.

Parents will also be asked to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or a Statement of Educational Needs (if applicable) or EHC plan as appropriate. Early notification is of great value, as it will enable the school to consider whether reasonable adjustments need to be made for a disabled child during the admissions process and what reasonable adjustments, if any, can be made to support the child's future education.

At all times, Plymouth School of Creative Arts will take full account of:

- specific impairments
- student and parental views
- advice from staff
- advice from other designated professionals

5. Concerns or complaints

We recognise that disabled students or those with special educational needs or learning difficulties can be at risk of being bullied. Our school ethos embraces and celebrates 'individual and different', and we do not accept any unkind or bullying behaviour. Our Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously; a 'restorative justice' type approach that seeks to educate and develop those who use unkind behaviour (alongside clear sanctions and consequences) forms part of this process.

If you have any concerns relating to accessibility in schools then please refer to the school's complaints procedure, which sets out the process for raising these concerns.

6. Related Policies (national & school):

Policies related to this strategy are:

- SEND Code of Practice (Jan 2015)
- Equality Act 2010
- Supporting pupils at school with medical conditions (Dec 2015)
- PSCA Anti-Bullying Policy
- PSCA SEND Policy

Actions:

The following actions are subject of continuous assessment and review. As of September 2018, the focus of these actions is access to the curriculum, following previous work to ensure compliance of the physical environment as part of the completion of our new school build.

Need	Action	Progress	Responsibility
<p>To monitor and analyse pupil achievement for groups that are statistically more vulnerable and act on any trends or patterns in the data that require additional support for pupils.</p> <p>These groups include Pupil Premium, SEND, English as an Additional Language.</p>	<p>We have clear systems in place that support this using our data tracking. We need to ensure the improvement of:</p> <ol style="list-style-type: none">1. Quality First Provision and development of assessment for learning2. Progress Meeting with parents identifying clear interventions and review	<p>Clear systems are in place to support this area which needs to be embedded through 2018/19</p>	<p>Andy Carpenter</p>
<p>To improve access to the school building and its studios to take account of the different needs of individual students, parents and members of our community – DDA compliance, signage and way finding, Personal Emergency Access Plans.</p>	<ol style="list-style-type: none">1. There is no designated school parking or disabled parking facility. Most parking is some distance from the school - especially at busy arrival/departure times	<p>Local Authority have plans to establish dedicated Disabled Parking bays on the roadside immediately adjacent to the school.</p> <p>In the interim, the school will use the school playground or</p>	<p>Mick Willetts</p>

	<p>2. Review needs-based Studio planning and develop PEEPS as necessary</p>	<p>Cargo depending on the needs of individuals.</p> <p>A school governor is in discussion with City Council around this area.</p> <p>Generic 'needs-based' plans have been identified in relation to specific individual needs (e.g. autistic spectrum condition, sensory-processing disorders etc.). For other specific developmental disorders (e.g. Down's Syndrome), team-based Studio plans indicate individual support to be provided. Plans to be tested, reviewed and developed through a series of planned evacuation exercises through March – December 2017</p> <p>Review required for existing students and any new students in Sept 18</p>	<p>Mick Willetts and Mike Beard</p>
<p>To increase levels of parental and pupil engagement in learning and school life, across</p>	<p>Specific groups set up to support parents whose children have SEND.</p>	<p>SEND group has been set up</p>	<p>Andy Carpenter Nick Griffiths re SEND</p>

<p>all activities to ensure equity and fairness in access and engagement.</p>		<p>Parent Engagement and access e.g. language barriers have been considered through translation and the planned development of schoolzine</p> <p>The development of progress meetings in Year 11 will be rolled out through the school</p>	
<p>To further improve the quality and access of our provision in our curriculum. This will link to curriculum planning, differentiation and provision maps for meeting different types of needs</p>	<p>Develop Quality First Provision Maps</p> <p>Ensure provision maps are planned for and deliver and link to Group Learning Plan</p> <p>Ensure accurate systems and processes are in place to identify and meet need</p> <p>Ensure digital systems are in place to increase access to learning</p> <p>Ensure environment supports access to learning</p>	<p>Maps are in place and ongoing review and development by SENCo and Phase leaders. Strong link to Improvement Cycle</p> <p>Increased rigour</p> <p>Staff Training in June and reviewed in September. Plan to use RI focus in Autumn Term</p>	<p>Andy Carpenter / Nick Griffiths / Phase Leaders</p>

	<p>Develop Assessment for learning across all teaching in our school</p> <p>Use audit to develop vocational and careers offer to best meet need.</p>	<p>Planned for for our School Learning Plan - initial focus on success criteria and what great looks like linked to portfolios</p>	<p>Si Risdon</p>
--	--	--	------------------

Accessibility Action Plan

Date	Review of/Changes made to	By
19 July 2018	General review of legislative and statutory requirements - no changes required	Susanne Hose
15 September 2018	Review based on alignment to the School Learning Plan and identified actions	Dave Strudwick