



ALLESTREE WOODLANDS SCHOOL

ACCESSIBILITY PLAN 2016 - 2017

Reviewed & Updated:
November / 2016

Accessibility Plan September 2016

Allestree Woodlands School is an 11-18 mixed secondary academy with 1308 pupils on roll. It is a largely new build with some refurbishment set on a large campus in the suburb of Allestree which is a green belt area on the outskirts of Derby city, including an enhanced resource facility for Hearing Impaired students.

Admissions

Standard Admissions Number are 225 for years' age 11-16 and does not select on the basis of ability. Applications for a place at Allestree Woodlands School should be made by stating the school as a preference on the common application form available from Derby City Education Authority. This common application form must be returned to Derby City Council - not the school, by the closing date.

The school holds an annual open evening for entrance into Year 7 and a prospectus containing information about the school for parents of prospective students will be available.

All parents/carers will be notified regarding their application for a place by Derby City Council.

Where applications exceed the number of places available the following criteria are applied by the Governing Body Admissions Committee in the order set out below to decide which students to admit:

1. A 'looked after child' or a child who was previously looked after but immediately after being looked after became subject to an adoption, residence, or special guardianship order. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in section 22(1) of the Children Act 1989).
2. Children who are both living in the normal area served by the school and have brothers or sisters still attending the school at the time of their admission. Brothers and sisters are classed as having one or both natural parents in common, are related by a parent's marriage or are adopted or fostered. Brothers and sisters must be living at the same address.
3. Other children living in the normal area at the time of admission.
4. Children who do not live in the normal area served by the school but who have brothers or sisters attending the school at the time of their admission. Brothers and sisters are classed as having one or both natural parents in common, are related by a parent's marriage or are adopted or fostered. Brothers and sisters must be living at the same address.
5. A child with a parent/carer who are employed at Allestree Woodlands School.
6. Other children whose parents have stated Allestree Woodlands School as a preference on the common application form.
7. Children whose parents stated Allestree Woodlands School as a preference on the common application form but did not return the form to Derby City Education Authority by the closing date.

Fair Access

Local Authorities are required to have 'Fair Access Protocols' in order to make sure those unplaced children who live in the Local Authority, especially the most vulnerable, are offered a place at a suitable school as quickly as possible. This includes admitting children above the published admission number to schools that are already full.

Right of Appeal

Should the Governing Body Admission Committee be unable to offer places to all students who have applied the parents/carers will have the right to appeal. Parents will be given this information in the letter informing them of a Governing Body Admissions Committees decision regarding places. The appeals process is published on the school website.

Values and Aims

The Governing Body has three core strategic functions in the school:

- a. Ensure clarity of vision, ethos and strategic direction
- b. Holding the Headteacher to account for the educational performance of the school and its students, and the performance management of staff; and
- c. Overseeing the financial performance of the school and making sure its money is well spent.

At its meeting on 13th July 2015 the Governing Body adopted the following vision for the school.

- Allestree Woodlands School (AWS) aspires to be an exceptional and inspirational community of lifelong learners, providing an outstanding and dynamic education for all of its students, in order to prepare them to meet life's opportunities and challenges.
- AWS will provide opportunities for all students to acquire the skills, commitment and resilience to become successful, independent and rounded individuals, who actively contribute to the community.
- AWS will encourage all members of staff to become a cohesive team, who regularly engage in professional learning discussions and other development opportunities, so that they can support all students in achieving their full potential.
- AWS Governors will be supportive and ambitious in setting the school's strategic direction, whilst exercising rigour in monitoring and evaluating its progress.
- AWS will nurture strong and effective links with parents and carers, the local community, local and national educational providers, businesses and organisations in order to promote a range of activities, mutual support and lifelong learning.
- AWS will be a safe and welcoming environment that offers high quality facilities and resources to support the learning and development of a growing school community and its neighbourhood.

The school motto is 'Aspire and Achieve' and the governors set the following Values and Aims

Values

At Allestree Woodlands School we foster:

the best education and achievement for all

the nurturing of mutual respect and high self confidence

the celebration of achievement and success

the full involvement in education of all students, staff, parents, carers and the wider community

respect for diversity

the enjoyment of education

Aims

- As a result of these values Allestree Woodlands School will:
- offer a high quality teaching and learning environment that meets the needs of all our students
- offer a wide range of learning opportunities for all students and staff
- enable all students to become confident and independent learners
- aim to equip all students with the learning habits and qualifications needed for modern life work in partnership with all parents, carers and the wider community to ensure the success of all our students and staff
- sustain a school community where all its activities speak of care, courtesy, consideration, and hard work.

SEN

At Allestree Woodlands School we believe that all children should be valued equally and have an entitlement to personal, social and intellectual development and must be given every opportunity to achieve his/her potential in learning. The motto of the Enhanced Learning Faculty is '*Learning 4 Life*'. The school complies with The Education Act 1996, The Disability Discrimination Act 1995, SEN Code of Practice September 2014

The school is an Enhanced Resource Facility for Hearing Impaired students and has specialist classes for deaf students including a few select sound proof teaching spaces, radio aid systems are used by students and the school has a test box for checking radio and hearing aids as well as Dyslexic Students with a designated specialist teacher and SENCO leader. Communication Support Workers are British Sign Language qualified. The school has a small number of autistic students who attend mainstream lessons but are supported in class and through collaborative work with STEPs and have afternoon sessions together once a week.

We have an inclusive, holistic attitude and practice and will make reasonable adjustments to meet the needs of pupils with Special or Additional Educational Needs or disabilities. Classrooms are light and well equipped with interactive screens in all rooms. Parents and young people are encouraged to come to visit the school in advance of an application and the school has a comprehensive transition programme for primary school learners including taster days, open evenings and subject specific teaching days.

The school has regular visits from the Educational Psychology Service, Audiology Service and other external services. The school has a full time Medical Officer and some staff have extended First Aid training including defibrillator, diabetic and epi-pen training.

Safeguarding

Allestree Woodlands School is fully committed to safeguarding and promoting the welfare of its students.

1. Requirements of Accessibility Plan

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

- (i) Not to treat disabled pupils less favourably for a reason related to their Disability.
- (ii) To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- (iii) To plan to increase access to education for disabled pupils.

1.2 This duty requires schools to produce an Accessibility Plan, published and evaluated annually, which identifies the action the school intends to take over a three-year period to increase access for those with a disability in three key areas. The key areas are:

- (i) Increasing the extent to which disabled pupils are able to participate in the school curriculum
- (ii) Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- (iii) Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

1.3 In addition, the Equality Act 2010 requires all schools to:

- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of those with a disability
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled individuals
- Take steps to take account of disabilities even if this involves treating disabled person more favourably

2. Definition of Disability

2.1. A person has a disability under the Disability Discrimination Act 1995 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. Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupil' everyday lives.

3. Review

3.1. This Accessibility Plan will be reported upon annually in respect of progress and outcomes, with a full review being completed every three years.

OFSTED inspections may include a school's accessibility plan as part of their review.

Access Audit for Allestree Woodlands School

Key:

- 1 Yes
- 2 Almost
- 3 Partially
- 4 No
- 5 Not Applicable

| | | 1 | 2 | 3 | 4 | 5 | Comments |
|---|--|---|---|---|---|---|--|
| Section 1: Disability Awareness/Training | | | | | | | |
| 1 | Do you provide disability awareness training to enable all staff to understand and recognise disability issues? | | x | | | | Delivered Academic Year inset training September 2016 (an annual event). Review of follow up training underway January 2017. |
| 2 | Do you have arrangements for Tutors and Assistants to have the necessary training to teach and support students with disabilities if required? | x | | | | | |
| Section 2: How does your Academy deliver the curriculum? | | | | | | | |
| 3 | Do all staff seek to remove all barriers to learning and participation? | x | | | | | |
| 4 | Is teaching appropriately differentiated to meet individual needs so that young people make good progress? | x | | | | | |
| 5 | Are all students encouraged to take part in music, drama and physical exercise? | x | | | | | |
| 6 | Do staff provide alternative ways of giving access to experience or understanding for students with disabilities who cannot engage in particular activities - for example, some forms of exercise in physical education? | x | | | | | |
| 7 | Do all staff recognise, understand and allow for the additional planning and effort necessary for students with disabilities to be fully included in the curriculum? | x | | | | | |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | x | | | | | |
| 9 | Do you provide access to appropriate technology for those with disabilities? | x | | | | | |
| 10 | Are Academy visits, including overseas visits made accessible to all students irrespective of attainment or disability? | x | | | | | |

Section 3: How does your Academy deliver materials in other formats for anyone who needs it?

| | | | | | | | |
|----|--|---|---|--|--|--|---|
| 11 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? | x | | | | | |
| 12 | Do you have facilities such as ICT to produce written information in different format? | x | | | | | |
| 13 | Do you ensure that information is available and meetings are accessible to staff, students and Parents in a way that is user friendly for all people with Disabilities and those who are not fluent in English? | x | | | | | |
| 14 | Is furniture and equipment selected, adjusted? | x | | | | | |
| 15 | Do you ensure that all Academy staff are familiar with technology and practices developed to assist people with disabilities? | | x | | | | Reviewed equipment provided academic year 2016/17. Rolling programme of awareness |

Section 4: Is your Academy designed to be accessible and meet the needs of all students?

(4a) General

| | | | | | | | |
|----|---|---|--|--|--|--|--|
| 16 | Are pathways and routes logical and well signed (both internal and external)? | x | | | | | |
| 17 | Is appropriate furniture and equipment provided to meet the needs of individual students? | x | | | | | |
| 18 | Do furniture layouts allow easy movement for students with disabilities? | x | | | | | |
| 19 | Are quiet/calming rooms available to students who use this facility? | x | | | | | |

(4b) Getting into the building

| | | | | | | | |
|----|---|---|--|--|---|--|--|
| 20 | Are car park spaces reserved for disabled people near the main entrance? | x | | | | | |
| 21 | Are there any barriers to ease movement around the site and to the main entrance? | x | | | | | |
| 22 | Are steps needed for access to the main entrance? | | | | x | | |
| 23 | Do all those steps have a contrasting colour edging? | | | | x | | |
| 24 | If there are steps, is a ramp provided to access the main entrance? | | | | x | | |
| 25 | Is there a continuous handrail on each ramp, stair flight and landing to the main entrance? | | | | x | | |
| 26 | Is it possible for a wheelchair user to get through the principle door unaided? | x | | | | | |
| 27 | If no, is an alternative wheelchair accessible entrance provided? | | | | x | | |

| (4c) Internal facilities | | | | | | |
|--------------------------|---|---|---|---|---|--|
| 28 | If there is a lobby at the principle entrance, is it possible for a wheelchair user to negotiate the doors? | x | | | | |
| 29 | Do all internal doors allow a wheelchair user to get through unaided? | | x | | | Some entrances fitted with push pads, some internal doors fitted with fire retention hold-open units |
| 30 | Do all the corridors have a clear unobstructed width of 1.2m | x | | | | |
| 31 | Does the building have a wheelchair accessible toilet | x | | | | |
| 32 | Does the building have accessible changing rooms/shower facilities? | x | | | | |
| (4d) Vertical Movement | | | | | | |
| 33 | How many storeys in the building? Please insert letter A= single storey throughout B= single storey with some split level parts C= single storey with some 2-3 storey parts D= Mainly 2 or 3 storey | D | | | | |
| 34 | If the building is on more than one level, do the internal steps/stairs have contrast colour edgings? | x | | | | |
| 35 | Is there a continuous handrail on each internal stair flight and landing? | x | | | | |
| 36 | Does the building have a lift that can be used by wheelchair users | x | | | | |
| 37 | Do you have any other sort of mechanical means provided to move between floors? If Yes, please state | | | | x | |
| 38 | Is it possible for a wheelchair user to use all the fire exits from areas to which they have access? | | | x | | Refuge points are identified on 2nd & 1st floor of buildings being provided and full training will be completed to evacuation staff Dec 2016. This includes the use of new evacuation chairs due to arrive Dec 2016. |
| (4e) Sensory Impairment | | | | | | |
| 39 | Are non -visual guides used to assist people to use the buildings? | | | | x | PEEP in place for permanent/temporary disability students and staff |

| | | | | | | | |
|----|---|---|--|---|---|--|--|
| 40 | Could any of the décor be confusing or disorientating for students with disabilities? | | | | x | | |
| 41 | Is a hearing induction loop available (either fixed or portable) in the Academy? | | | x | | | |
| 42 | Does the building have a 'Soundfield' sound reinforcement system? | | | | x | | |
| 43 | If there is a 'Soundfield' system, in what area | | | | | | |
| 44 | Do emergency alarm systems cater for those with hearing impairment (e.g. flashing light)? | x | | | | | |