



Sunderland High School

The best in everyone

SCHOOL ACCESSIBILITY PLAN (SENDA)

This is a key policy of Sunderland High School. It applies to all members of the school community including those in our EYFS setting. The policy is available to all parents, prospective parents, school governors, members of the UCST Board and ISI Inspectors. This policy is available in printed form upon request or it can be accessed and downloaded via the school's website, www.sunderlandhigh.co.uk. By contacting either Mrs E. Martin (school registrar, 0191 5677674) or Miss C. McArdle (Junior School Secretary, 0191 5143278) additional copies of the policy can be made available. In addition, larger print copies can also be produced upon request.

Sunderland High School seeks to implement this document through adherence to the procedures set out in the rest of this document.

Sunderland High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

This document is reviewed annually by AJS / CWB or as events or legislation change requires. The next scheduled review date is September 2011.

Policy Statement

Under the Special Needs and Disability Act (SENDA) 2001 Sunderland High School has a duty to produce a School Access Plan. This duty came into force in April 2003 by which time all schools needed to have in place an Access Plan.

Sunderland High School recognises that it has a responsibility to ensure that disabled pupils (current and prospective) are not treated less favourably.

Further, Sunderland High School is determined to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of education and education (see related policies 'Admission' and 'Teaching and Learning')

The purpose of our Access Plan is to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services; and

- improve the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DCSF.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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."

Key Objectives

To reduce and where possible, eliminate barriers to accessing the curriculum.

To achieve full participation at Sunderland High School for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with Sunderland High School's aims and equal opportunities policy, and the operation of the school's SEN policy. Sunderland High 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 DRC Code of Practice (2002).

Sunderland High 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.

Sunderland High School provides all pupils with a broad, balanced and diverse curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum 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.

Whole School Activities

1. Short Term Targets

1.1 Availability of written material in alternative formats.

For the School to be fully aware of available means for converting written information into alternative formats so that when required, the information can be made available, in whatever format is needed, quickly. A member of staff is to be designated the task of researching this area and of keeping up with developments.

Timeframe: Summer 2010.

1.2 To make the Junior School fully accessible.

- Because of being a relatively new building and the work that has already taken place, the Junior School is near to being fully accessible. Since January 2010 we have already created an additional disabled car parking bay, re-paved the step up area, provided a substantial ramp to the Nursery entrance with hand rail, provided a sliding reception window at wheelchair height, replaced traditional taps with lever-type and made the disabled toilet more accessible and fully operational.

For the remainder of this academic year we plan to ensure that the corridor fire doors can be opened and provide suitable wash down facilities for disabled users of the Sports Hall as these are identified as high priorities. The Premises Manager is to price the necessary work. Timescale: December 2010.

- To review plans for evacuation in an emergency. The purchase of evacuation chairs and the training of staff are further priorities for 2010.

1.3 Staff Training

- Staff training needs for wheel chair bound pupils and visitors should be evaluated.
- Procedures for emergency evacuation are to be developed and all Staff should be informed. Timeframe: Autumn 2010.

2 Medium Term Targets

2.1 Improved disabled toilet provision (as in Junior School) in key buildings e.g. Senior School, Centenary and Langham Tower.

- Work to be priced by Buildings Manager (Timeframe: Autumn 2010) and phased, say, over three years dependent on funding.

2.2 Disabled Parking

- Marked out disabled parking spaces to be provided for each building where access is possible. Note that whilst there are no disabled pupils, visitors or

staff needing disabled parking, the space may be used by non disabled drivers.
Timeframe: ongoing from 2009.

- All paths from car parks and paths to accessible buildings are to be improved where necessary. Timeframe: ongoing from 2009

2.3 School Transport

- Currently, none of our School Minibuses is wheel chair friendly. Medium term resource planning to include for one of the existing School Mini Buses to be replaced by one that is wheel chair friendly. Timescale: when next School Mini Bus is replaced.
- Coach Companies providing wheelchair friendly coaches to be sourced. Timescale: immediate, so that suitable coach can be booked easily and quickly when required.

2.4 Access to Science curriculum

- To improve access to the practical Science curriculum by investigating how a wheel chair bound pupil could safely carry out science practicals in the laboratory. Timescale: research to commence Spring 2010.

3. Long Term Targets

3.1 Improving access to designated buildings

- Timescale: this is to be done over successive financial years. Decisions are to be made on which entrances and exits have priority and where ramps (and handrails where appropriate) are fitted. Recommended priorities are Clifton Hall, Centenary Building, Senior School and Senior School Dining Hall. A programme is to be developed.
- There is also a requirement to provide access to upper floors in the designated priority buildings and a programme for this work formulated. Timescale: research to begin Autumn 2010.

3.2 Location of the offices of Year Heads and other key personnel.

- Office location of key personnel to be reviewed and a plan to be formulated for ensuring all Year Heads and other key personnel are accessible. Timescale: immediate.

3.3 External lighting

- A long term programme of improving external lighting in the areas around accessible buildings should be introduced. Timescale: ongoing from 2009 onwards.

Three Year Action Plan (1st April 2009 until 31st March 2012)

Short Term	Key Action	Milestones	Implementation	Timescale	Outcome
By December 2010	Provide two disabled parking bays with improved signage	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted	March 2010 or sooner.	Increased disabled access for parents and visitors. Other parents more aware of bays.
By December 2010	Provide correct paving slabs around disabled bays	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted	March 2010 or sooner.	Visually disabled visitors able to recognise safe pathway route.
By December 2010	Provide fluorescent marking around lamp posts	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted	March 2010 or sooner.	All parents and children less likely to walk into lampposts on exit from school on dark evenings.
By December 2010	Lower reception window	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted	March 2010 or sooner.	All visitors forced to sign book before entry to the school (security) Wheelchair users able to interact with secretary.
By December 2010	Replace disabled toilet door	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted	March 2010 or sooner.	Disabled users able to access toilet more easily, especially wheelchair users.
By December 2010	Add visible fire alarms to nursery / after school club areas.	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted Fire Alarm Drill during school time, after school club and holiday clubs.	March 2010 or sooner.	Young children with hearing disability will be able to 'see' when fire alarm activates.
By December 2010	Build access ramp alongside main nursery entrance / exit door	Meet with LA Agree Plans Agree dates	Staff informed Caretaker alerted Fire Alarm Drill during school time, after school club and holiday clubs.	March 2010 or sooner.	Wheelchair users will be able to access / exit school from a second entrance
Medium Term 2010/11	Ensure school lift is fully functional	Termly testing by caretaker	All staff, Head and caretaker	Termly	Disabled users always able to access first and second floor classrooms
2010/11	Introduce speech recognition software	Purchase through UCST initiative bid. Staff training Identification of pupils training Implementation	Head of ICT	December 2010	Pupils with physical writing disabilities will be able to produce printed text and project work across most curriculum areas.
2010/11	Monitor car parking by parents at end of school	Parents and visitors issued with warning notices for inconsiderate parking	Head of Junior School	Daily	Disabled bays remain accessible to badged users only. All parents able to enter and exit premises without obstructions.

Long Term Within 3 years but by March 2012	All children constantly assessed for access capabilities	Special consideration made to children and visitors with particular needs	Head of Junior School to liaise with Head of SHS regarding any special access needs	Yearly or as new entrants / parents / staff with disabilities dictate.	All members of the school are able to access the school and make full use of the available resources without discrimination.
Long Term Within 3 years but by March 2012	Improve access to designated buildings	Priority list followed as finance allows	Head of SHS	Yearly	All SHS buildings and floors accessible to disabled users

Policy Updated October 2010