



Accessibility Policy

Next review date: June 2022

Staff resp. for review: ADY

Realising potential, nurturing leaders of the future

Norbury High School Accessibility Policy

Introduction

This plan has been drawn up in the context of the **SEND Code of Practice 2014**.

- A student has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her
- A child of compulsory school age has a learning difficulty or disability if he or she has:
 1. A significantly greater difficulty in learning than the majority of other students of the same age.
 2. A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

It also reflects the implications of the Equality Act 2010.

A disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

This definition includes:

1. Sensory impairments such as those affecting sight and hearing.
2. Long-term health issues such as asthma, epilepsy, diabetes and cancer.

The governing body has three key duties towards students with SEND:

1. Not to treat students with SEND less favourably for a reason related to their disability.
2. To make reasonable adjustments for students with SEND, so that they are not at a substantial disadvantage.
3. To plan to increase access to education for students with SEND.

This plan sets out the proposals of the governing body of Norbury High School to increase access to education for students with a disability in the three required areas, the curriculum, education and associated services and delivery of information.

1. Starting points

1a: The purpose and direction of the school's plan: vision and values

We aim:

- not to discriminate against students with SEND in our admissions and exclusions, and provision of education and associated services
- to treat all students with equity
- to take reasonable steps to avoid putting students with SEND at a substantial disadvantage
- to publish an accessibility plan

Our ethos

Norbury High School is a unique community where all students and staff are valued as individuals. We draw strength from our diversity and take pride in our cultural richness and utilise both in preparing students to embrace their places in the local and global communities.

At Norbury High School, we aim to enable all students to live full and active lives. We promote the value of knowledge and push every student to fulfil their academic potential. We are committed to providing a curriculum which helps to develop self-confidence, healthy living and strong communication and leadership skills.

We are dedicated to preparing students for the future – to developing confident, motivated, resilient and independent learners. Norbury High School students are encouraged to establish a strong sense of self-worth; they become articulate young adults who are both creative and enterprising.

At Norbury High School there is a commitment to ensuring:

- an awareness of the requirements of the Equality Act when revising all policies
- ensuring all students get the best education they can, providing a broad and balanced curriculum tailored to meeting individual needs
- making a full school life open to all, including extracurricular activities, trips and events
- recognising and valuing parents' knowledge of their child's disability
- recognising the parent's and child's right to confidentiality

1b. Student information

All students' progress is tracked using data regularly collected from staff and appropriate action is planned where any student's progress gives cause for concern. This applies equally to students with SEND.

Where a student has a disability the Learning Support Department provides a Pupil Passport which identifies the students' needs and strategies to address them.

An advisory booklet is given to all staff and this provides information on a range of strategies to use when teaching students with SEND.

All teaching and support staff have access to regular CPD concerning the various categories of SEND within the school and strategies that staff can use to teach or support these students.

The school has had experience working with students with visual impairment and hearing impairment, physical disability, dyslexia/dyspraxia, ADHD, autistic spectrum conditions, social emotional and mental health difficulties and numerous medical conditions.

1c: Ongoing consultation

The policy is on the website and all stakeholders are invited to comment on the policy.

2. The main priorities in the school's policy

2a: Increasing the extent to which students with SEND can participate in the school curriculum

- The school undertakes to assess its provision of the curriculum on a regular basis to ensure it is meeting all students' needs
- Barriers to participation in all areas of school life must be identified and adjustments made
- Staff development needs must be identified and addressed to meet the needs of students
- To utilise the available support and advice available from other schools, LEA or other bodies

2b: Improving the physical environment of the school to increase the extent to which students with SEND can take advantage of education and associated services:

- The school will audit existing facilities and develop ways of making the physical environment more accessible

- Within our existing buildings, while many stairs and classrooms have difficult access, all refurbishments and new buildings will be undertaken with the intention of improving access for students with SEND
- We will consider all our students' different needs and try to cater for these
- We will seek advice and support as appropriate

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

- The Learning Support department will continue to provide information to staff about students who have special requirements and departments will ensure that students receive appropriate resources e.g. enhanced scripts and enlarged texts will be provided where necessary
- Staff will ensure that the needs of students are being addressed, resources are appropriate and suitable access is provided in the classroom

Linked policies and plans

- School Improvement Plan which includes training and development and premises
- SEND policy
- Equal opportunities policy
- Health and Safety policy

3: Making it happen

3a: Management, coordination and implementation

- Governing body responsible for the policy review
- SLT member
- Learning Support department
- All managers of areas

3b: Getting hold of the school's policy

- School website
- Application to the school

A list of recommendations were given to Norbury High School on 16th July 2015 from the Croydon Occupational Therapy Department to enable an incoming year 7 student with a disability to be fully included in Norbury High School. The required works were carried out over the summer holidays, enabling the student to be fully included when she arrived in September 2015.

Further works and adaptations were made in 2016, 2017, 2018, 2019 and 2020.

A list of possible physical improvements to the school site has been received. The Premises Manager, the Business Manager and the SENDCo meet when required, to discuss the priorities and to enable the works to be carried out as quickly as possible, within the allowances of the school budget.

An equality impact assessment with regard to this policy was carried out by a representative from Croydon Council on 8th December 2015. There was found to be no significant impact on any group with protected characteristics i.e. this policy does not discriminate against anyone on the basis of disability, gender re-assignment, pregnancy and maternity, race, religion or belief, gender or sexual orientation.

Updated June 2021.