EXAMINATIONS DISABILITY POLICY

Principles

The Equality Act 2010 extended the application of the Equality Act to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent in law. This policy aims to ensure that every student who has additional needs will be supported through every examination series, this ensures that there is equality of opportunity.

Procedures

- All exam rooms are on the ground floor (Hall, Gymnasiums and the Resource Centre) with the exception of some special arrangement rooming where rooms are accessible by lifts.

- There is an appropriate toilet near all examination rooms.

- Examinations Officer is responsible for a suitable seating arrangement for disabled candidates

- Site Staff are responsible for providing a suitable table for disabled candidates

- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series.

- All areas have had internal risk assessments carried out.

- If any candidate needs to take regular medication, invigilators will make this possible. The Exams Officer will be notified if there are any exceptional health issues.

- Any specialised equipment will be provided and an appropriate examination area selected.

- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate.

- Recruitment of invigilators will follow normal school policy with regards to disabled applicants.

- All invigilators will either receive group training including disability issues or will work alongside an experienced invigilator.

- The SENCO will make the Exams Officer aware of any issues concerning individuals in the main exam rooms.

- The SENCO/Exams Officer will take the lead in making access applications based on their close knowledge of the needs of students under their care ensuring any special requirements are provided. These include;

  - Up to 25% extra time

  - A reader

  - A scribe

  - Supervised rest breaks

  - Different coloured scripts

  - Use of bilingual dictionary

  - A prompter

  - Use of a computer of other technology

  - Use of an individual room

  - Modified test papers – enlarged print, braille, transcripts for hearing impaired candidates.

- Any complaints made by candidates with disabilities should be directed in the first instance to the Examinations Officer who will initiate an enquiry.

ASHFIELD SCHOOL ACCESSIBILITY PLAN 2014-22

Definition of Disability as defined by the Equality Act 2010

"A person has a disability if they have physical or mental impairment that has substantial or long-term adverse effects on their ability to carry out every day activities."

Introduction

At Ashfield School we are committed to the provision of equal opportunities for all students, staff and parents as outlined in the Equality Act 2010, so that we meet the Disability Equality Duty. (Dec. 2006). This is achieved by:

- not treating disabled students less favourably for a reason related to their disability;
- making reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- planning to increase access to education for disabled students.

The Leadership Team will be responsible for the provision of advice and guidance to students, staff, job applicants and recruitment/interviewing panels on the implementation of this policy.

The Accessibility Plan sets out the school's proposals to provide an accessible environment that values and includes all students, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, to develop a culture of awareness, tolerance and inclusion. The Accessibility Plan contains relevant actions to increase access to education for students, staff and visitors in the three areas required by:

- increasing the extent to which disabled students can participate in the school curriculum / after- school clubs / leisure and cultural activities / school visits.
- improving access to the physical environment of the school and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of written information that is provided in writing for students who are not disabled.

Compliance with this legislation and guidance complements the ethos of the school in its aim to reduce barriers and to increase access to the curriculum / school activities for both current and prospective students, and it serves to enhance both the Equal Opportunities and SEN Policies.

Statement of Intent

In its aims "to develop effective and independent learners who achieve their full potential" and "to develop a positive learning environment for all" the school will:

- involve staff, students and parents in the development of the plan to help create a sense of ownership of the plan;
- support and provide training for Governors and staff to enable them to perform their duties as required, so that they understand and implement the requirements of the legislation and guidance;
- resource, implement, monitor / review and revise the Accessibility Plan as required, so as to address the increasing and changing needs of current and prospective disabled students;
- publish information about the Accessibility Plan in the Governors' annual report to parents.
- ensure all staff have access to the plan on the School Staff Portal, and website, with hard copies made available as required;
- recognise and value parents' knowledge of their child's disability and the effect it has on his/her ability to carry out every day activities;
- respect parents' and the student's right to confidentiality;
- develop action plans on the key aspects of accessibility and ensure that these are reviewed annually, during the summer term, by school staff and Governors and that new plans will be drawn up every 3 years.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be monitored by OFSTED as part of their inspection process.

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The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health and Safety
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning
- Examinations Disability Policy

The plan is also available in the following formats: school web site; intranet – school portal; by e-mail, enlarged print version etc. when requested.

Accessibility Plan: Increasing extent to which all students can participate in school curriculum

TARGETS	STRATEGIES	TIMEFRAMES (Short / Medium / Long Term)	OUTCOME	GOALS ACHIEVED
Improve the quality of teaching and learning	To develop effective and independent learners who achieve their full potential	On-going		
Improve the rate of progress so that all students make or exceed expected levels of progress	To maintain, develop and embed operational data tracking processes. Students given quality, written feedback in workbooks and assessments. Feedback acted on to allow students to make high levels of progress. Exam concessions managed to ensure that all students have best chance of achieving		More students meeting or exceeding expected levels of progress Results in August 2015 - 18 More Post 16 students complete within a paced and structured timeframe. Quality feedback and student responses seen in books. All teachers following marking policy	
Develop appropriate curriculum pathways to meet needs of all students	Continue to develop resources for teaching in line with national changes. Ensure electronic workbooks are set up and maintained in SIMS. Develop and provide progress and attainment analysis data for staff. Monitor ASD provision to ensure the progress and socialisation of ASD students.		More students accessing / achieving appropriate pathways. Electronic reading devices and e-books in library and ASC resource Centre. More Post 16 courses are introduced embedded.	

Ensure that all conditions for effective learning and maximising progress are in place	Increase ICT provision on-site for staff and students Focus on improving the consistency of marking with particular reference to students knowing how to improve. All members of staff responsible for display boards and ensuring that they are up to date ASPIRE values more explicitly defined and evident across the teaching of PDE.		Teachers are 'ready to teach' and students are 'ready to learn'. Improved attitudes, reduced behaviour incidents / low level disruption. Improved learning environment. Improved quality and consistency of marking. Quality and quantity of display work in rooms increased that support learning, progress and literacy. Staff feel more empowered with innovation. Consistent best practice is embedded.	
Develop high performing teams who focus diligently on delivering the best possible provision and outcomes for all learners	Consistent classroom expectations.		Evidence of more' visible 'leadership and improved teaching / performance. More effective meetings and improved communications within faculty teams. PP students participating in a wider range of extra- curricular activities e.g. music tuition, school trips, out of hours provision etc.	

TARGETS	STRATEGIES	TIMEFRAMES (Short / Medium / Long Term)	OUTCOME	GOALS ACHIEVED
Promoting equality for all	All staff made aware of Gender / Disability Equality Duty Access for school community Expand Inclusion facilities and staffing Identify and address access issues re- equipment, lesson content, trips etc. Review identification of disabled students and how staff are made aware of needs		Appointment of appropriately trained staff Train staff in specialist areas e.g. moving and handling; Dyslexia staff training Improved provision relevant in classrooms Staff aware of students needs Identify, deliver and embed staff training	
Eliminate discrimination	Disabled people have privacy		Increase in facilities specifically for the disabled	
Eliminate harassment	Anti-bullying review		Reduce number of bullying incidents annually	
Promote positive attitudes	Ensure staff are trained in needs of disabled students and specialist equipment Review PDE curriculum to increase promotion of disabilities Increase reference to disabilities in displays / publications		Increased staff awareness and training. Appropriate use of specialist equipment Positive references around school Raise awareness of disabilities	
Encourage participation in public life	Review access to visits trips and residentials Continue to develop relationships with special schools / community groups		Disabled students have access to school visits / trips / residentials Number of disabled users accessing school facilities increasing annually	

Accessibility Plan: Improving physical environment of school to increase extent to which disabled students can take advantage of education and associated services

TARGETS	STRATEGIES	TIMEFRAMES (Short / Medium / Long Term)	OUTCOME	GOALS ACHIEVED
Planned refurbishments to accommodate needs of students and staff so far as existing buildings allow e.g. colour schemes, positioning of white boards, types of blackout blinds				
Improve emergency egress for those with disabilities from ground floor rooms via fire doors (e.g. by building ramps)	Review and improve access / egress to first floor. Increase access to moving and handling / emergency egress training for staff	On-going	Continued replacement of slab surfaces with smooth surfaces Improved egress / egress – with more ramped exits with handrails	
Improved access / egress to site	Audit access / egress to / from building Rolling programme for maintenance and safe-edging Pedestrian crossing areas for main driveway Dedicated covered area for students awaiting taxis Review fire evacuation procedures	On-going Annually and after building works / renovation	Well maintained steps and railings. Safer edges. H&S audit / governors' reports. Improved access for disabled students at fire evacuation routes	
Improve working environment for students with physical & sensory impairment	Review provision for DED in classrooms / workshops	On-going	Needs identified and provision in place	

Improved communication throughout site	Review of communicating with key staff at all times	On-going	Increased use of radio contact between staff e.g. LPA Team / caretakers	
Fire Alarm	Continue to develop separation of alarm systems to facilitate zoning. Explore installation of visual alarms	During refurbishment / new build	Alarms zoned. Visual alarms installed	
IPAs/ RAs/PEEP	Introduce for permanently and temporary disabled staff and students as required	On-going	IPAs / RAs / PEEPs in place and up to date as required for students / staff with temporary / life disabilities	

Accessibility Plan: Improving accessibility of written information

TARGET	STRATEGY	TIMEFRAMES	OUTCOME	GOALS ACHIEVED
Marking of work- should be clearly written free from jargon and at appropriate language level		On-going		
Work sheets etc should be checked for readability		On-going		
Reflection time in lessons for written feedback to be discussed and interpreted		On-going		
Availability of written material in alternative formats	The school will make itself aware of services available for converting written information into alternative formats	Immediate		
Make available school brochures, newsletters and other information in alternative formats.		As required		
Review documentation with a view to ensuring accessibility for students with visual impairment		On-going		
Raise the awareness of adults working at and for the school of the importance of good communication systems e.g. students on placement, visiting professionals				
Improvement of school website	To increase accessibility of electronic information.	On-going		

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