

SAFFRON VALLEY COLLEGIATE

Accessibility Policy



Adopted by the Management Committee: December 2015

Due for review: November 2019

This policy will be reviewed each academic year

Saffron Valley Collegiate

MISSION STATEMENT

The Saffron Valley Collegiate seeks to provide a personalised educational experience that identifies and responds to the circumstances and needs of each individual child or young person. In doing so it enables them to progress academically and become successful learners through the re-engagement of the young person with education

EQUALITIES STATEMENT

All who work at the Saffron Valley Collegiate are committed to the celebration of diversity, and the challenging of disadvantage and discrimination, in all of its forms.

These values are explicit to the ethos of the Saffron Valley Collegiate and implicit in all policies and practices.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

This policy sets out the proposals of the Management Committee of the school to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

Definition of 'Disability' Equality Act 2010

You are disabled under the [Equality Act 2010](#) if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Vision and Values

At Saffron Valley Collegiate we believe everyone has the right to the following:

- to feel safe at school
- to learn to the best of their ability
- to be treated with fairness & respect

The purpose of our policy is to reduce and eliminate barriers to access all areas of our school environment through the curriculum and also through communication. This expands not only to our students but also to parents, staff and any outside agencies we communicate with.

At Saffron Valley Collegiate we provide our students with an opportunity to change their lives and futures. All of the students who arrive here have experienced rejection at some point in their lives before they come to us and our vision is that our students will feel accepted and valued, feel enabled to achieve, enjoy learning, celebrate their own and others' successes, learn to listen and tolerate differences, be healthy and stay safe, reach their full potential and be reintegrated into mainstream society.

Saffron Valley Collegiate is committed to the principle of inclusion, in respect of setting suitable learning challenges, responding to diverse needs and overcoming the potential barriers of all students.

We recognise that the Equality Act 2010 covers a broad definition of disability. We understand that this, potentially, will include a wide range of impairments including for example learning disabilities, dyslexia; Autistic Spectrum conditions; mental health difficulties; blind/partially sighted, hearing impairments; wheelchair/mobility difficulties and multiple disabilities both seen and unseen (for example diabetes and epilepsy).

Saffron Valley Collegiate welcomes the broad view of disability, based on a social model of disability which maintains that the barriers, or elements of social organisation that exclude those with impairments should be identified and removed. Examples of such barriers might include prejudice and stereotyping, inflexible organisational procedures and practice, inaccessible information and environments.

Following discussion, analysis and reflection of Saffron Valley Collegiate's mission, vision and values we have set the following priorities for development:

- ❑ To review all school policies to reflect an increased understanding of disability as defined by The Act;
- ❑ To continue to build staff awareness through formal mechanisms such as CPD and training days, as well as informal mechanisms of shared discussion, colleague support and staff briefings.
- ❑ To remove barriers to learning by offering differentiated curriculum and challenging underachievement.
- ❑ To provide an accessible environment to support all users of the site.

Information from Student Data and School Audits

Saffron Valley Collegiate gathers data on all of its students through a variety of mechanisms which includes liaison with the student's previous school, admissions interviews and meetings with parents.

Assessment data and student progress tracking enable us to monitor and evaluate outcomes for the student population and to provide highly individualised IEP's. Attendance and exclusion are closely monitored and evaluated. In any one cohort, Saffron Valley Collegiate has students who have the following needs and disabilities:

- ❑ Social, emotional and behavioural needs
- ❑ Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- ❑ Learning disabilities
- ❑ Dyslexia
- ❑ Specific learning difficulties
- ❑ Dyspraxia
- ❑ Dyscalculia
- ❑ Autistic Spectrum conditions
- ❑ Speech, language and communication difficulties
- ❑ Medical Needs/sensory impairments

Saffron Valley Collegiate demonstrates strong staff awareness of students' needs and disabilities. Students benefit from high levels of 1:1 and small group teaching. Saffron Valley

Collegiate employs flexible, responsive and proactive approaches to overcoming barriers in order to effectively meet the uniquely individual needs of each student. These needs are met by student participation in the school curriculum, mentoring sessions and off site opportunities.

Students are entered for a wide variety of accreditations, including GCSE and the Saffron Valley maintains a database of success incorporating progress and achievement.

Saffron Valley Collegiate has set the following priorities for the development of information and data gathering to support the accessibility plan:

- ❑ Improvements to timely data gathering to inform all staff of any adjustments needed for delivery of educational offer
- ❑ Monitoring and recording of progress to inform student, staff and parents of development
- ❑ Enhance formal mechanisms of recording students' achievements through the targets set

The main priorities of Saffron Valley Collegiate's plan

Increasing the extent to which disabled students can participate in the school curriculum.

Students at Saffron Valley Collegiate have access to a broad and balanced curriculum including the national curriculum. Additionally, students have access to a range of opportunities and extracurricular activities such as work related learning schemes, college courses, and sporting activities.

We reaffirm our commitment to ensuring equality of opportunity, enabling all disabled students to take a full part in the curriculum with high levels of 1:1 support, both formal and informal. In order to achieve this goal our earliest priorities include:

- ❑ A focus on the assessment of students learning styles to inform curriculum and lesson planning
- ❑ To draw on the advice and expertise of LA National Strategy Consultants to guide and enhance curriculum planning, and the development of teaching resources and enhancement of ICT
- ❑ Enhanced interactive teaching
- ❑ Saffron Valley Collegiate has a website with accessibility setting available

Management, Co-ordination and Implementation

The staff and senior management of Saffron Valley Collegiate are fully committed to, and undertake, responsibility for the School's Accessibility Plan, its implementation and evaluation. Under their direction the plan will be reviewed annually and revised following evaluation and feedback from all stakeholders. Saffron Valley Collegiate underscores its commitment to ensuring the cohesion of all policy documents and plans in order that they

mutually and collectively reflect the central importance of increasing access and equality of opportunity for its disabled students.

The school has set the following priorities for the management, co-ordination and implementation of the plan:

- ❑ Annual review by Senior Leadership Team
- ❑ Regular meetings with the staff
- ❑ Revision in the light of feedback from staff and parents/carers
- ❑ Update of the school's web page

Provision-specific operational details

Key Stage 4 - South

The provision is housed in premises above the Galicia restaurant. There is a lift for wheelchairs in the Reception, and a lift to all floors, disabled toilet facilities and an evacuation chair to assist in the emergency evacuation of wheelchair users or those with limited mobility. There is an inductive loop facility in the Reception area.

Key Stage 4 – North

The Provision is housed in premises in Upper Norwood, London.

One of its main functions is to teach secondary-aged children from the north of the borough who have been excluded from school for emotional or behavioural reasons whilst they await a return to mainstream or in some cases, special school. The provision also provides permanent education for young people who are too close to the end of their school careers to make a return to mainstream education viable. Particular emphasis is placed on securing 16 + mainstream reintegration for these students via college, training or appropriate employment. Additionally, the provision works in partnership with schools and other agencies to prevent 'at risk' students from being excluded or provides short periods of respite, if the provisions has capacity.

The site is the former Sylvan Mount children's home, which is a Victorian, detached, red brick building, surrounded by a substantial and attractive garden. The building has been refurbished and we are fortunate to have well-equipped accommodation in a very pleasant environment. It is accessible by public transport, (the no. 410 bus stops opposite and other buses can be boarded nearby.)

Within the provision, students have access to well-equipped classrooms (all teachers have access to interactive whiteboards) and there is also a Science Lab., two ICT Suites, Art Room and Day Room.

We have also have links with voluntary and private sector provisions.

Key Stage 3 –

The provision is housed in a large old Victorian House spread over three floors in a mainly residential area and has a total of 9 teaching rooms (including an Art room, Science lab and Food Technology room), a large dayroom (a multi-purpose room that serves as a common room, lunch room, assembly room and location for events such as open days). There is a small play area at the back of the building, but no other grounds for the students to exercise. There is also a large office/reception area, a staff room and four small rooms used as offices.

The provision does not currently have disabled access. If a pupil were to be referred to the provision with a need for a disabled access, this would be the responsibility of the Local Authority.

Adaptations and improvements to the building and environment to date include a slope, redecoration to facilitate a more welcoming environment, improvements to the classrooms and toilets, purchase of ICT desks and improvements to the lighting and signage.

The provision continues to present challenges in terms of the building and the lack of outdoor space for the young people.

Given the above considerations the provision has set the following priorities for physical improvements to increase access:

- A bell outside for wheelchair users to alert reception staff
- Signage to indicate reception area
- Redecoration to include contrasting colours of doors and frames

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

The provision already demonstrates much good practice in communicating in ways other than in writing and in increasing information provision to pupils and their parents.

Good signage already exists throughout the school making information clear to pupils, parents and visitors. Letters and brochures are sent out to parents, carers and outside agencies. Pupils benefit from a strong emphasis on alternative methods of recording within the classroom such as using oral presentation, audio recording, whiteboard technology and ICT facilities.

Given the analysis and consideration outlined above, the provision has set the following priorities for improvements in providing information:

To continue to develop ICT facilities across the curriculum to include whiteboard technology and specialist Units of Sound software.

To draw on the advice of the Communication Support Service in respect of development of hearing and visually impaired students.

Cotelands

COTELANDS is housed in:

John Ruskin College, Selsdon Park Road South Croydon, CR2 8JJ

The main priority of the school's plan is:

- Increasing the extent to which disabled pupils can participate in the school curriculum.

Pupils at Cotelands have access to a broad and balanced curriculum offer, which is tailored to meet individual needs via a personalised timetable. To enable students with disabilities to participate in the full range of curriculum offer our priorities include:

- Effective deployment of learning support to encourage acceptance of assistance and a growth towards independent learning.
- Effective use of time to share expertise, monitor progress of students with a disability and evaluate the strength of intervention for the student.
- Development of teaching resources to alleviate barriers to learning.
- Ensure all external agencies conform to required standards of delivery to facilitate access to students with a disability.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Physical Facilities

Cotelands (on the site of John Ruskin College) is a single level building with ramped access and wide corridors. It has a wheelchair accessible toilet facility equipped with audible alarm. The signage around the building is contrasted and has bold, large print. Door furniture is in contrasting colours and uniform throughout the building. Internal walls and ceiling tiles are treated to provide additional acoustic protection. There is non-slip flooring in toilets and washroom areas. There are evacuation chairs to assist in the emergency evacuation of wheelchair users or those with limited mobility.

Springboard Service

Springboard Service is housed in:

Hazelglen, 170 Sanderstead Hill, South Croydon, CR2 0LY

Springboard Service is a multilevel building with ramped access but with restricted corridors due to it being an old converted building. It has a lift to aid individuals with mobility issues but would be unsuitable for wheelchair access beyond the groundfloor. Walls and floors are contrasting colours to aid the visually impaired. Some of the areas have been treated to create additional acoustic protection.

To further improve the physical environment of the school our priorities include:

- Install inductive loop facilities in the reception area

Getting hold of the School's Accessibility Plan

The Saffron Valley Collegiate Accessibility Plan is available from the school on request. It can be made available in large print or in a format other than written.

Approved by the Management Committee

..... David Johnston (Chair)

..... Date