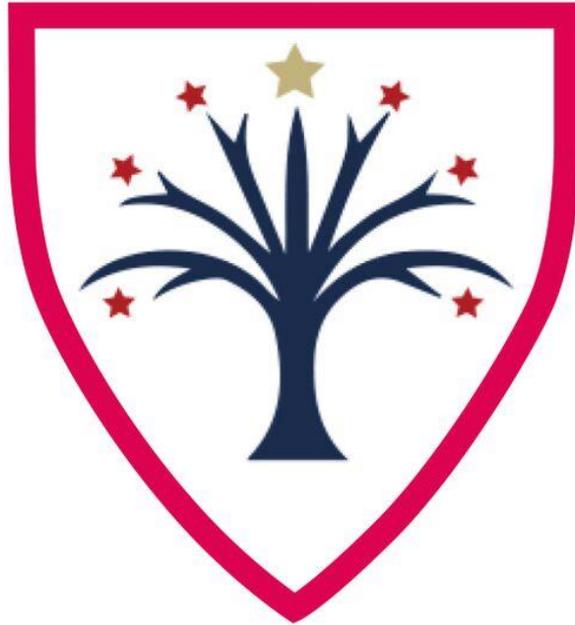


Studio@Deyes



Accessibility Plan 2017-2020

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 1 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

SECTION 1: INTRODUCTION

School Vision

PROFESSIONAL

We can confidently say that our students will be the leaders of the future who employers will want to nurture as employees. Studio@Deyes works closely with employer partners to ensure that students receive a full educational experience which not only ensures their academic progress, but prioritises their social and emotional progress. We want students to bring their passion for one of our pathways and we will work with them to turn their passion into a profession.

PERSONAL

Studio@Deyes offers pathways in Business, Engineering and Fashion. We prepare our students as market leaders in careers from Civil Engineering through to Fashion Buying. Employers support and work with Studio@Deyes to ensure that our students gain valuable real-life hands-on experience through enterprise projects and work placements.

A personal learning approach is central to the ethos of Studio@Deyes. Every student receives one-to-one coaching. These coaching sessions ensure that students develop their ability to identify learning barriers and create solutions. Personal coaches support the individual needs of each student to meet, and exceed, their targets.

PURPOSEFUL

All students studying at Studio@Deyes will be encouraged to aim high, striving to achieve their full potential. Innovative teaching will place the students at the centre of every lesson. Project based learning brings live projects presented by employers into the timetable. Learning made practical, interactive and engaging whilst achieving work ready qualifications, alongside academic qualifications. A purposeful school experience that prepares Studio@Deyes students for success in their future steps.

Context

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 pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 2 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the school’s Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and to further the aims of our Vision Statement by:

Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.

Definition (Equality Act 2010)

“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”

This takes place within a reasonable time, and is delivered following consultation with parents and pupils. The plans include short, medium and long-term aims and objectives. The governors of Studio@Deyes:

- keep the accessibility plan under review, and
- ensure they have adequate resources to implement the accessibility plan.

We understand that we are not required to make physical alterations to the fabric of the building; however, such capital projects may form part of the long-term development and premises management of the site. There is also a duty to take reasonable steps to address physical features where they affect disabled members of the public who use the School premises.

Studio@Deyes acknowledges that there is a requirement to comply with its planning duties in preparing accessibility plans in relation to the physical environment of the school. We have a duty to plan better access for disabled pupils generally, including in relation to the physical environment of the School. To do this we prepare and implement three-yearly accessibility plans to:

- increase the extent disabled pupils can participate in the curriculum,
- improve the physical environment of the School for disabled pupils to enable them to take advantage of education and benefits, facilities or services provided or offered, and

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 3 of 14</i>	<i>Date</i>
	S@D BOARD	1		

- improve the delivery of information readily available to able-bodied pupils, to disabled pupils.

SECTION 2: THE POLICY

This Accessibility Policy pays due regard to Government Law and Lydiate Learning Trust Board Directives, including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEN Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995, the SEN and Disability Act 2001, and Lydiate Learning Trust’s Schools Accessibility Strategy 2017-2020); and it also incorporates aspects of the Studio@Deyes Development Plan.

This Accessibility Policy is divided into four sections:

Section A: Access to the Curriculum - for students

Section B: Access to Pastoral Support - includes the principles of past local and national initiatives, for staff, parents and students

Section C: Site Accessibility - for staff, parents, students and the community

Section D: Access to Information - for staff, parents, students and the community

This Accessibility Policy details policies and initiatives, how these are monitored, evaluated, and how these evaluations are developed and embedded into school systems and practice.

This Accessibility Policy is an ‘umbrella’ document: it encompasses existing policies and development plans, implemented and monitored by a range of teachers, the senior leadership team and governors.

This Accessibility Policy - through detail in individual policies - therefore highlights key whole school aims for 2017-2020.

The Policy is reviewed each year by the senior leadership team, with individual responsibilities for specific sections of the Policy as noted; it is also reviewed by the Governing Body and Board of Directors.

Section A: Access to the curriculum

This section of the Accessibility Plan is monitored by the Senior Leader (Outcomes and Curriculum), the SENCO and senior leader line managers who lead the Curriculum leaders and monitor development plans. Students across the year groups have an appropriate (differentiated and personalised) curriculum to fit their needs. The following documents/policies support this aim:

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 4 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

- School Development Plan
- Individual Development Plans
- Curriculum Policy and Curriculum Statement
- Assessment Policy
- Most Able Policy
- Special Educational Needs Policy
- Supporting Pupils with Medical Conditions Policy

Principal features of Studio@Deyes are:

- Within their teaching teams, there are links for specific students.
- Children classified as ‘Pupil Premium’ are identified and their curriculum progress is tracked and supported by interventions at subject level.
- Progress Assessments (teachers’ reports, three times each year) are reviewed and staff contribute appropriate interventions, as required.
- At each assessment point the Head of School prepares an analysis about key groups, and the parents receive a short visual report showing them how their child is progressing against targets.
- All current and predicted grades are entered into SISRA and all teachers are able to view the progress of their students. Whole school tracking tables are also updated at assessment points and sent to SLT, curriculum leaders, pastoral leaders and governors to identify emerging trends and take appropriate action.
- Students are taught core and specialist pathways according to the amended P8 curriculum needs and this gives a wider range of accessibility than in many schools. We are judged on buckets 1 and 3 and this gives us more flexibility to be inclusive.
- There are guided choices from Year 11 into 12 and each student fills an IAG questionnaire and selects their specialist pathway. The Studio will look to extend the offer by working in collaboration.
- In Years 12 and 13, the curriculum is a mixture of L2, Vocational L3 and Academic A-Levels and divided amongst the pathways.
- High attaining learners have an extended curriculum offer, which includes guidance into more academic routes.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 5 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

- Data from previous primary schools, reading and spelling tests and baseline assessment (GL Assessment T11 baseline assessment) inform differentiated mainstream classroom teaching and Teaching Assistant or Literacy support interventions, together with information from parents, students and professionals.
- For the weakest readers, literacy intervention is delivered by reading recovery programmes.
- All students of all abilities access work experience. The Careers@Deyes team support any students in sourcing appropriate placements.
- Students with medical needs, unable to access school full-time, are supported by the SENCO and the Pastoral Team. As are school-refusers, students returning from school after exclusion or from medical absence, or who are on part-time timetables due to documented medical reasons or long-term absence.

Section B: Access to Pastoral support

The lead teacher monitoring this section of the Accessibility Plan is the Head of School (Personal Development, Behaviour and Welfare), working with the Pastoral team, Coaches, Liverpool Health Nurse. Outside professionals, such as the Educational Psychologist (EP), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the School, contribute additionally to this work.

Students across the Key Stages have access to appropriate pastoral support dependent on their age and specific needs.

The School's various separate policies contribute to supporting these aims:

- **Attendance Policy**
- **Policy on supporting students with medical conditions in School**
- **Behaviour Policy**
- **Safeguarding & Child Protection Policy**
- **Special Educational Needs Policy**

Principal features of Studio@Deyes School are:

- A Designated Safeguarding Lead (DSL) and 2 Deputy DSL's on site team. The team have developed links to Liverpool Social Services and associated agencies.
- Looked After Children are identified and monitored by a designated member of the senior leadership team and are also under the care of the Liverpool Virtual Head for Looked After Children.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 6 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

- Students for whom the school receive the 'Pupil Premium' are identified and their curriculum progress is tracked by Curriculum Leaders, Teachers and the Senior Leadership Team
- Individual Behaviour Plans, Risk Assessments and Pastoral Support Plans monitor and support students.
- Pastoral Leaders and the Student Support Services Team lead and deliver behaviour modification programmes for identified students (usually short-term interventions, but for a very few there can be longer-term interventions), including school-refusers; as an alternative to exclusion; students returning from school after exclusion or from medical absence.
- Educational Psychologists closely support the work of the school with individual students, as required by their needs.
- The school links to the MASH relating to the Early Help and the Team around the Child/Family (TAC/TAF) initiatives.
- The Careers@Deyes team support students with work-related learning and planning for the future.
- Students have access to the Liverpool Health Nurse and school can refer for focused group work.
- Links to GPs and local NHS mental health services (CAHMS) closely informs support for specific students.
- Pastoral staff, are able to give information and advice to parents on how to support their child as needed.
- Support through the Quiet Place allows vulnerable pupils a base and encourages them to discuss any concerns they have. Short and long-term programs are offered to support social, emotional development.
- Guest speakers and theatre productions allow for bespoke PSHE sessions tailored for specific groups.
- SMSC and coaching sessions support pupils further, across year groups, to develop without specific staff interventions.
- Attendance is monitored daily and parents are contacted on the first day of absence. Pastoral leaders liaise with pupils with lower attendance and support with the provision of work and reintegration package.
- Restorative Justice style meetings take place to resolve issues between pupils
- Exclusions are kept to a minimum – when returning from exclusion pupils are met and expectations re-established before returning to lessons.

Section C: Site Accessibility

Responsibility for this section of the Accessibility Plan lies jointly with the Head of School/SENCO and the Facilities Manager, with contributions from a range of professionals supporting the school and from individuals within the school.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 7 of 14</i>	<i>Date</i>
	S@D BOARD	1		

Students, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes are made to the curriculum. The following policies support these aims:

- **Critical Incident Plan**
- **Equality Policy**
- **Facilities Development Plans**
- **Fire Risk Assessments**
- **Health and Safety Policy**
- **Lettings Policy**

Principal features of Studio@Deyes are:

- the annual audit of the site, using Health and Safety Executive (HSE) guidelines, referring to The Access Needs Report and in consultation with occupational therapists
- health and safety issues identified and addressed on a continuous basis by a range of people within school - including teachers (activities, classrooms) and subject leaders (departmental areas), 'common areas' (Facilities Manager) and SLT in reviewing these procedures and activities.
- Risk assessments are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.
- The medical condition of students affecting health and safety and site accessibility, compiled as a separate document by the SENCO, is circulated to staff in school on a need to know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Head of School and related staff.
- The SENCO and SEN team have the responsibility for ensuring that identified SEN students access all areas of the site within the health and safety guidelines.
- Outside professionals (for example, Occupational Therapists, Autism Outreach Service) support the work of the school, and the integration of specific students within mainstream classes.

Section D: Access to Information

This section of the Accessibility Plan is monitored by the Head of School, with support from the school's administration team. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality.

Purpose of this policy:

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 8 of 14</i>	<i>Date</i>
	S@D BOARD	1		

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- the Freedom of Information Act (FOIA)
- the Data Protection Act (DPA)
- the Disability Discrimination Act
- the Equality Act (2010)
- and other legislation that provides a right of access

In addition, the School has its own policies on Data Protection and Complaints.

Responses to requests for information

- Relevant documents are posted on, and may be downloaded from, the school’s website or hard copies may be requested at a small charge.
- Parents/carers may request copies of student record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/carers may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act.
- All requests for information should be made, preferably in writing, to the Head of School.
- Any complaints should be addressed through the School’s Complaints Procedure, available to view via the school website.

Information provided by the school

Students have access to information by:

- the regular reporting of students’ progress by written reports from teachers.
- feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents’ Evenings
- reviews from enhanced monitoring through Individual Behaviour Plans, EHP’s, Pastoral Support Plans and the SEN review process
- the half termly school newsletter
- representation on/by the Student Council and other student voice activities

Parents have access to information by:

- the regular reporting of their child’s progress by written reports from teachers

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 9 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

- teachers' written comments in students' books / letters and emails to parents; telephone conversations
- talking to teachers and support staff at annual subject-based Parents' Evenings and Termly Progress Assessment Reports
- Introduction to school evenings
- Options Evening
- Next Steps Conference (for students selecting their KS5 programmes of study)
- Staff contact with parents
- Contact via the homepage link on the school's website
- the half termly school newsletter
- by prior appointment to visit the school
- parent engagement events (parent clinics, parent forum, parents working parties)
- specific requests for information (see above)
- through appointments with teachers (SEN reviews, reviewing Individual Behaviour Plans, EHP's and Pastoral Support Plans)
- the Main School Prospectus
- by being a Parent Governor
- SEN information to parents: at reviews, and with printed documentation, and from relevant professionals outside school supporting the work of the school

Visitors / external agencies / individuals have access to information (on a need-to-know basis only) by:

- the School's website
- contact with professionals within the school
- by written request to the Head of School

Accessibility of information

The School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- the School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information;
- Progress Assessment reports are presented in an accessible manner. Guidance notes on how to read the report is also distributed to new parents.
- the School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 10 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

written information. During parents' evenings and review meetings of students' performance in school, details are confirmed to parents how they can access information;

- the School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 11 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

Section 3: THE PLAN

Studio@Deyes is a new school opened in September 2016 and, as such it is expected that maintenance and renewal is at a minimum.

Site Issues

Issues to be addressed	Planned Action
To be discussed at Governors but currently the Studio is compliant.	

Maintenance and Renewal

To ensure that these developments do not fall into disrepair all improvements made under this access plan will be built into regular checks by the Trust Facilities Manager.

Individual Needs

Priorities set out in this plan may change to accommodate the changing needs of individuals as advised by the Head of School.

Specific Priorities

- Capital bids to include consideration of accessibility requirements.
- Ensuring compliance with the Equality Act 2010.

Curriculum Delivery

The school's vision statement, SEN policy and Employer Engagement Policy make clear the School's approach to delivery of the curriculum. The school actively seeks the support and advice of all relevant services to ensure the curriculum is accessible to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required, and timetabled accordingly.

Associated Policies and Plans

This plan should read in conjunction with other relevant documents including:

- Equality of Opportunity Policy
- Special Educational Needs Policy
- School Development Plan

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 12 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

Review and Evaluation

It is monitored and evaluated by the Director of Finance and Operations who reports progress to the Resources Committee of the Governing Body.

3 YEAR ACTION PLAN

Objectives	Actions	Lead Staff	Res	By?	Success Criteria	Mon & Eval
A) Improving the environment of the school to increase the extent which disabled pupils can take advantage of education and associated services	Health and Safety checks on inclusivity of environment.	JPA	Resources to address any issues raised.	Easter 2018	School site fully accessible	Resources Governors to review accessibility plan
B) Improving Pastoral Systems to ensure student exclusion protocols minimise exclusion and ensure behaviour modification and reintegration policies are in place.	Implement new policy with isolation room with work onsite.	JPA	Work for room and CPD for new policy	Jan 2018	External exclusions fall and Student outcomes improve.	T and L Governors
C) Improve dissemination of information re SEND and Improve planning for SEND and HATS (Differentiation for the Least	Classroom QA focus on Challenge.	KPO	CPD time on Challenge	Easter 2018	Teaching quality improves and outcomes improve.	T and L Governors and Teaching QA.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 13 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18

able and the most.)						
D) Improve Literacy across the curriculum with a focus on improving reading.	Literacy plan and reading recovery programmes in place.	KPO (EWY Trust SENCO)	Literacy virtual resources packages.	Summer 2019	Gaps between students chronological ages and reading ages closed significantly.	T and L Governors.

<i>Origination</i>	<i>Authorised by</i>	<i>Issue No.</i>	<i>Page 14 of 14</i>	<i>Date</i>
	S@D BOARD	1		2017/18