



Accessibility Policy and Plan

2021

Mission Statement:**The vision for Rivers ESC**

To inspire and enable pupils to:

- Become confident, independent and successful young people
- excel in learning
- engage positively with the community
- be ambitious for their futures

Equalities Statement:

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

These values are explicit to the ethos of Rivers ESC 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 pupils, under Part 4 of the DDA:

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

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

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils 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.

Rivers' Values, Principles and Standards:

At Rivers ESC 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 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 pupils but also to parents, staff and any outside agencies we communicate with.

At Rivers ESC we provide our pupils with an opportunity to change their lives and futures. All of the pupils who arrive here have experienced rejection at some point in their lives before they come to us and our vision is that our pupils 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.

Rivers ESC 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 pupils.

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).

Rivers ESC 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 Rivers ESC's mission, vision and values we have set the following priorities for development:

- review school policies to reflect an increased understanding of accessibility
- To continue to build staff awareness formally i.e. CPD and training days, and informally i.e. 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 Pupil Data and School Audits:

Rivers ESC gathers data on all of its pupils through a variety of mechanisms which includes liaison with the pupil's previous school, inductions interviews and meetings with parents.

Assessment data and pupil progress tracking enable us to monitor and evaluate outcomes for the pupil population and to provide highly individualized pupil passports. Attendance and exclusion are closely monitored and evaluated. In any one cohort, Rivers ESC has pupils who have one or more the following needs and disabilities [and/or others not included in this list]:

- Social, emotional and behavioural needs
- Attention Deficit Hyperactivity Disorder (ADHD/ADD)
- ODD
- Learning disabilities
- Dyslexia
- Specific learning difficulties
- Dyspraxia
- Dyscalculia

- Autistic Spectrum conditions
- Speech, language and communication difficulties
- Medical Needs/sensory impairments

Rivers ESC demonstrates strong staff awareness of pupils' needs and disabilities. Pupils benefit from high levels of 1:1 and small group teaching. The Centre employs flexible, responsive and proactive approaches to overcoming barriers in order to effectively meet the uniquely individual needs of each pupil using different pathways. These needs are met by pupil participation in the school curriculum, school council, mentoring sessions and off site and remote learning opportunities.

Pupils are entered for a wide variety of qualifications, including GCSEs, BTEC's, functional skills. Trained staff can put access arrangements in place where it is needed. The Centre maintains a database of success incorporating progress and achievement.

Rivers ESC has set the following priorities for the development of information and data gathering to support the accessibility plan:

- Use of Go4 Schools to inform staff planning and adjustments to educational offer
- Monitoring and recording of progress to inform pupil, staff and parents
- Set realistic and achievable target alongside aspirational targets

The main priorities of the Centre's plan:

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

Pupils at the Centre have access to a broad and balanced curriculum which they access via different pathways. Additionally, pupils 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 pupils 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:

- designing and delivering a flexible needs focused curriculum
- staff access to information about and assessment of pupils to inform curriculum and lesson planning
- keeping updated with current practice maintaining links with other schools and drawing on the advice and expertise of HGFL Consultants to guide and enhance curriculum planning, and the development of teaching resources and enhancement of ICT

Management, Co-ordination and Implementation:

The staff and senior management of Rivers ESC 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. Rivers ESC 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 pupils.

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

- Regular meetings with the staff
- Revision in the light of feedback from staff and parents/carers
- Update of the school's web page

Centre Context:

Rivers ESC has two Centres: KS3 in Hertford, and KS4 in Hoddesdon. Our pupils are drawn from East Herts and the Borough of Broxbourne. Rivers is currently in the planning process of building a Primary Support Base to support the needs of KS 1 & 2 for the Broxbourne area. This will be situated in the grounds of the KS4 site in Hoddesdon

Access to Information:

Rivers ESC Accessibility Plan is available from the school on request. It can be made available in large print or in a format other than written.

Specific support will be made available as appropriate according to need, ie, interpreter/sign language

Links with other policies:

- Health and Safety Policy
- Supporting Pupils with Medical Needs Policy
- Equality and Diversity Policy
- Rives Quality SEND Offer

Legislation: Equality Act 2010: [Schedule 10, Paragraph 3 Disability Discrimination \(prescribed Times and Periods for Accessibility Strategies and Plans for Schools\) \(England\) Regulations, 2005.](#)

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|---|-------------|--|-------|
| Headteacher: | Andy Stuart | | Date: |
| Chairman of Management Committee | Steve Neate | | Date: |
| Review Date | March 2022 | | |

Accessibility Action Plan: Curriculum

| | Objective | Strategy | Who | Resources | Outcome | Review |
|-------------|---|--|---------------------------------------|---|---|----------------------------|
| Short term | Staff members to upskill where necessary to make sure the curriculum is accessible | Audit of the curriculum | Headteacher, teachers, SENCO | Adapt IT equipment Visual/hearing aids 1:1 support | Management and teaching staff are aware of the accessibility gaps in the curriculum | Spring/Summer 2021 |
| | Staff members to develop the skills to support pupils with SEND | Training for teachers on differentiating the curriculum | Headteacher, external advisors, SENCO | INSET provided to staff members (in house twilight session) | Staff members have the skills to support pupils with SEND | Summer 2021 |
| | Examination Access Arrangements allow fair access to address specific needs of pupils | Identify specific SEND requirement | Teachers, SENCO | Training for Exam Officer and SENCO, other nominated staff Exam boards | Fully trained staff able to put arrangements in place when required | Summer 2021 |
| Medium term | To support pupils with SEND to access lessons | Provide tablets and other adjustments for pupils with SEND | Headteacher, ICT manager, SENCO | Adapt IT equipment Visual/hearing aids 1:1 support | Pupils with SEND can access lessons | Summer/Autumn 2021 |
| Long term | School trips to take into account pupils with SEND needs | Needs of pupils with SEND are incorporated into the planning process | Teachers, SENCO | SEND Risk assessment 1:1 staff support | Planning of school trips takes into account pupils with SEND | Autumn 2021 Spring 2022 |

Accessibility Action Plan: Physical Environment

| | Objective | What | Who | Resources | Outcome | Review |
|-------------|--|---|--|--|--|-------------------------|
| Short term | To continually review physical environment is accessible according to need | Audit of physical environment | SLT Building surveyors | School budget Premises Improvement Plan | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Spring/Summer 2021 |
| | Regular audit of school premises and ensure maintenance and H&S practices in place | Termly premises checklists | H&S team SLT Management committee | HCC H&S checklist template Annual H&S checklist | Safe and well maintained learning environment | Spring/Summer 2021 |
| Medium term | Learning environment of pupils with visual impairments is not accessible | Incorporation of appropriate colour schemes | SENCO SBM | School budget Premises Improvement Plan | Learning environment is accessible to pupils with visual impairments | Autumn 2021 |
| Long term | Children with physical disabilities cannot access school buildings | Construction work undertaken where required | SBM/building contractors Management committee | School budget Premises Improvement Plan | School buildings are fully accessible (where possible - according to building type and layout) | Autumn 2021/Spring 2022 |