

THE TRIPLE CROWN CENTRE



Disability Equality Scheme and Accessibility Plan

Chair of Management Board: Mr Mike Walker

Date for review:

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Accessibility Plan

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1-year period covered by the plan: March, 2019 – March, 2020

The Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It extends protection from discrimination in some areas and has placed new duties on schools. From September 2012, the reasonable adjustments duty for schools and education authorities also included a duty to provide auxiliary aids and services for disabled students.

The school's Management Board recognises the following three key duties this places upon them:

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

The planning duties of the Equality Act 2010 make three requirements of the Management Board:

- To increase the extent to which disabled students can participate in the school curriculum
- To improve 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

It is a requirement that The Triple Crown Centre's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is an action plan showing how the Triple Crown Centre will address the priorities identified in the plan.

Links with other policies and documents:

- SEND information report
- SEND policy

Vision and Values

At The Triple Crown Centre, we strive for all our students and staff to **Believe, Achieve** and **Succeed** by:

- Aiming high, setting challenging expectations and goals and believing that we can achieve them
- Working with our students and their families to ensure the previous disruption to a young person's learning before joining us is not a barrier to the achievement of potential in its widest sense
- Having a growth mindset culture of resilience, hard-work, determination and responsibility
- Working as a team, where everyone is valued equally within a safe, engaging, happy, caring and supportive learning environment
- Liaising closely with outside agencies to ensure our young people have the additional support they deserve
- Recognising and developing the potential of each and every individual, no matter what their starting point, and championing achievement for all in its widest sense
- Continuously advocating a passion for life-long learning
- Developing the skills, knowledge and understanding needed for our students to secure their future in education, training or the workplace and allow them to achieve their ambitions
- Using a range of experiences and strategies to secure self-confidence in our young people and empowering them to be able to play a positive, healthy and safe role in society as responsible citizens
- Inspiring each other
- Promoting pride in ourselves and our school, with students who have achieved more than they ever believed possible and who make a contribution to their local, national and global communities
- Celebrating every form and stage of success

At The Triple Crown Centre, we value:

- Excellence and determination in everything we do
- Opportunities for all to fulfil their potential as individuals, lifelong learners and positive contributors to society
- Working together and supporting each other
- Friendship – understanding each other, despite any differences
- Taking care of each other, ourselves and our environment
- Equality and diversity
- Respect for all members of our school and the wider community
- Courage – having the self-belief and confidence to overcome diversity and face challenging situations

Definition of Disability, as amended by the Equality Act 2010

The Act defines disability as when a person has

- a physical or mental impairment
- the impairment has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Long term is defined as lasting, or likely to last, for at least twelve months.

Normal day to day activities include things eating, washing, walking and going shopping.

Disability and Special Educational Needs

Many children who have SEN will also be defined as having a disability. It is likely that many of the students who have SEN and an Education Health and Care Plan (EHCP) or who are at SEN support will count as disabled. However, not all children who are defined as disabled will have SEN. For example, those with severe asthma, arthritis or diabetes may not have SEN but may have rights under the Act. Similarly, not all children with SEN will be defined as having a disability. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEN and disability definition for children and young people

Special Educational Needs	Both SEN + Disabled	Disabled
Mild dyslexia Social, Emotional and Mental Health Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor Impairment (long term) Learning difficulties Hearing impairment / Deaf Visual Impairment/Blind Incontinence Significant Dyslexia Epilepsy Non –verbal ADHD Autism Social, Emotional and Mental Health	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell Anaemia Gross Obesity Very Short Stature

The school’s strengths in working with disabled students

School staff have experience of working with a wide range of disabled students.

Training is provided through a cycle of staff INSET days to raise awareness of needs and strategies for effective classroom practice in meeting needs.

All teaching and support staff receive appropriate training. There is regular liaison with a range of Outside Agencies who offer advice, guidance and support in meeting the needs of the students we support.

These agencies include:

- Solar
- Specialist Inclusion Support Service
- Paediatric Occupational therapy
- Physiotherapy
- Psychology Service
- School Nurse
- Independent Careers Service

Robust systems are in place to ensure the smooth transition of students to and from The Triple Crown Centre. Liaison and the sharing of information regarding disabled students with a statement of SEN, Education Health Care Plan or on SEN support is led by our SENCO, to ensure that all relevant information is passed on and any suitable adjustments and preparations can be made for the student.

All students at The Triple Crown Centre follow a full and balanced curriculum, appropriately differentiated according to their needs and they are all encouraged to take a full and active part in school life, including off-site visits.

Disability awareness is discussed with students through PSHE, Citizenship and weekly assemblies.

The physical layout of the school presents very few issues in terms of accessibility. The majority of the building is on the ground floor, with no steps.

The Science laboratory rebuild (2011) was designed to ensure a section of the work bench could be lowered to accommodate wheelchair levels.

There is a disabled toilet/washroom available for students and staff.

Consultation Views

For students with a statement of SEN or an Education Health Care Plan, their views and aspirations are formally gathered annually through the Annual Review process. This seeks to establish what is going well, alongside any concerns or barriers to progress from the student's point of view. Parents also have the opportunity to express their views, either in writing or simply verbally at the review meeting.

Student and parent views are also gathered through regular questionnaires, Parent Progress Meetings, individual parent meetings, Student Council meetings and student/parent voice activities.

In drawing up the Accessibility Plan the following were consulted:

- Management Board
- SENCO
- Staff
- Parents of statemented students
- School council

Making it happen

Management, co-ordination and implementation

The Management Board has responsibility for the School Accessibility Plan. The progress towards meeting the targets set in the plan will be reported through Management Board meetings.

This plan, together with the Triple Crown Centre's SEND Policy, will be reviewed and revised annually by the SENCO, Head Teacher and the Management Board.

Obtaining The Triple Crown Centre's Disability Equality Scheme and the Accessibility Plan

This Disability Equality Scheme and the Accessibility Plan for The Triple Crown Centre is available on request from Reception. It may also be viewed on the school website.

ACCESSIBILITY PLAN
March 2019 – March 2020

Aim 1: To increase the extent to which disabled students can participate in the school curriculum

Targets	Strategies	Indicators of success/Outcome	Time frame	Who	Cost	Review/Evaluation
To continue to train staff to enable them to meet the needs of children with a range of SEN.	Audit the needs of students and provide training for staff On-going training from within school and through external sources	Staff are able to enable all students to access the curriculum. Teachers & support staff planners, lesson observations, student voice and work sampling indicate outstanding teaching and support for students with a range of disabilities Student progress data indicates at least good progress being made by all students	termly on-going	SENCO	Training costs	Feedback from: ➤ CPD log ➤ Lesson observations ➤ Student Voice ➤ Work sampling ➤ Student progress data
To provide specialist equipment to promote participation in learning by all students.	Ensure that students have access to laptops /overlays	All SEND students have access to relevant equipment so that they can access the curriculum	Reviewed every half term	All staff	Cost of specialist equipment	Feedback from: ➤ Lesson observations ➤ Student Voice ➤ Work sampling ➤ Student progress data
To provide effective support for all SEND students taking assessments/ examinations	Access arrangements to be in place by relevant deadlines. Publicise details of students entitled to	Relevant Access arrangements will be in place to ensure that SEND students can complete their assessments/ examinations	Reviewed every term	All staff		Feedback from: ➤ Student Voice ➤ Student progress data ➤ Staff voice

Targets	Strategies	Indicators of success/Outcome	Time frame	Who	Cost	Review/Evaluation
	<p>access arrangements to staff each year. Inform parents of access arrangements Review access arrangements each term.</p> <p>Appropriate seating and supervision arrangements to be in place for any student with a disability</p>					
<p>Continue to review the deployment of support staff</p>	<p>Term review/analysis of individual student support needs</p> <p>Regular review of EHCP and Annual Review feedback</p> <p>Termly timetabling review</p>	<p>Additional adult support is appropriately deployed across the school</p> <p>Supported students make good progress</p>	<p>Termly & on-going</p>	<p>SENCO</p>	<p>Time</p>	<p>Feedback from:</p> <ul style="list-style-type: none"> ➤ Support Staff Planners ➤ Student tracking data ➤ Lesson plans ➤ Lesson observations ➤ Student Voice
<p>Ensure all students are able to safely access learning through off-site trips/visits</p>	<p>Develop personal off-site risk assessments for identified students</p>	<p>Continuous needs analysis of students in terms of off-site vulnerability</p> <p>Personalised off-site risk assessments are in place for identified students</p> <p>Staff are confident about the safety off all students and staff</p>	<p>On-going & relative to any identified risk</p>	<p>Head teacher</p> <p>Member of staff i/c off-site learning</p>	<p>Time</p>	<p>Feedback from:</p> <ul style="list-style-type: none"> ➤ Analysis of risk assessments ➤ Trip/visit evaluations

Targets	Strategies	Indicators of success/Outcome	Time frame	Who	Cost	Review/Evaluation
		when leaving the school for trips/visits Maximised learning opportunities for all students				
To continue to provide additional support for students to extend their learning in school	Established twice weekly lunchtime sessions to provide opportunities for Extended Learning to be supported during the school day	Support session attendance data indicates students participating in the support sessions Extended learning being completed more consistently across the school and across subjects		SENCO	Resources	<ul style="list-style-type: none"> ➤ Support session/ attendance participation on data ➤ Progress data

Aim 2: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.

Targets	Strategies	Indicators of success/Outcome	Time frame	Who	Cost	Review/Evaluation
To ensure that, where possible, the school buildings and grounds are accessible for all students and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by site manager and SENCO. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access. All students with a disability and all staff are able to access all areas of the school	September 2019 & relative to new student who may require specific adjustments	Site manager and SENCO	Time	<ul style="list-style-type: none"> ➤ Analysis of audit
Access plans to be in place for any student taken on roll who has difficulties in	Continuous needs analysis of new students on roll,	Relevant procedures and adjustments are in place for any student on roll who has difficulties	Continuous needs analysis of	Head Teacher	Time	<ul style="list-style-type: none"> ➤ Evaluation of any required access plans

<p>accessing Room 11 (upstairs)</p>	<p>through initial interview/integration process</p> <p>Ensure timetabling of groups takes into account any individual student with disabilities</p> <p>Develop individual access plans where necessary</p>	<p>in accessing or leaving the premises.</p> <p>All students have equal access to the curriculum</p>	<p>new students on entry</p> <p>Plans to be implemented as and when necessary</p>	<p>SENCO</p>	<p>Resources as indicated by need</p>	<ul style="list-style-type: none"> ➤ Evaluation of individual students' curriculum plans
<p>To maintain Personal Emergency Evacuation plans for individual identified students where necessary</p>	<p>Continuous needs analysis of new students on roll, through initial interview/integration process</p> <p>Ensure all identified staff are aware of their responsibilities (e.g. in evacuation of the building)</p>	<p>Any disabled student can be evacuated safely</p> <p>All students with a disability and all staff are confident in the event of a fire</p>	<p>Plans to be implemented as and when necessary</p>	<p>Head Teacher</p> <p>Site Manager</p>	<p>Time</p> <p>Resources as indicated by need</p>	<ul style="list-style-type: none"> ➤ Evaluation of any required evacuation plans ➤ Feedback from staff ➤ Feedback from regular fire drills

Aim 3: To improve the delivery of information to disabled students and parents

Targets	Strategies	Indicators of success/Outcome	Time frame	Who	Cost	Review/Evaluation
To continue to update the school web-site, to ensure information is clear and accessible for all	Continual up-dating	All students, parents, staff and others are able to access clear and up to date information about the school	on-going	Head Teacher Admin staff		<ul style="list-style-type: none"> ➤ Continuous & regular analysis of web-site ➤ Feedback from students, parents, staff & others
To insure HI students can access assemblies	Careful seating plans in assembly room. Use of subtitles where necessary	HI students can access assemblies and receive information on school life and activities.	On going	All staff delivering assemblies		<ul style="list-style-type: none"> ➤ Feedback from students, parents, staff & others
To insure VI students can access assemblies	Careful seating plans in assembly room.	VI students can access assemblies and receive information on school life and activities.	Ongoing	All staff delivering assemblies		<ul style="list-style-type: none"> ➤ Feedback from students, parents, staff & others
To insure students with a PD can access assemblies	Careful seating plans in assembly room.	Students with a PD can access assemblies and receive information on school life and activities.	Ongoing	All staff delivering assemblies		<ul style="list-style-type: none"> ➤ Feedback from students, parents, staff & others
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Interpreters are provided.	Written information will be provided in alternative formats as necessary.	Ongoing	All staff	Resources	<ul style="list-style-type: none"> ➤ Feedback from parents

<p>To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings or review meetings.</p>	<p>Staff to hold parents' evenings by phone or send home written information.</p> <p>Reviews to be held in the home</p>	<p>Parents are informed of children's progress.</p>		<p>All staff</p> <p>SENCO</p>		<p>➤ Feedback from parents</p>
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