

GREENSIDE FILM FACTORY

Access Plan



Updated September 2017

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Disability Access Plan

Greenside has due regard to the Equality act 2010 and works within the policy guidelines of The Elliot Foundation.

This document complements the Equal Opportunities Policy. It identifies targets Greenside needs to meet, or states policies that are already in place that make the Greenside site accessible for all. Where areas are identified that need improvement, the planned actions are stated along with a timescale for improvement.

Ownership of the Plan

The Local Governing Body is responsible for the Access Plan. The Equal Opportunities Policy and the Access Plan involve every aspect of the operation. Aspects of the plan fall within the remit of some of the Local Governing Body committees. The access plan falls into three main categories:

1. Curriculum delivery
2. Site design
3. Provision of Materials

Monitoring the Plan

The access plan will be reviewed on a yearly basis in the summer term or earlier if required, the delegated committees shall review, update and propose improvements in those areas for which they are responsible.

1. Accessibility Plan

1.1 Introduction

This plan is drawn up to implement Greenside's Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfE guidance publication 'Accessible Schools: Planning to increase access to schools for disabled students'.

1.1.1 Definition of Disability

The Disability Discrimination Act 1995 defines disability as following:

'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 her or his ability to carry out normal day to day activities'.

1.1.2 Key Objective

To create a rich environment which enables disabled students to participate fully in the school community by identifying and eliminating barriers that could prevent this.

1.1.3 Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty:
Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services
Not to treat disabled students less favourably
To take reasonable steps to avoid putting disabled students at a substantial disadvantage
To publish an Accessibility Plan

1.1.4 School Principles

When performing their duties, all staff and governors will have regard to the Equality and Human Rights Bill 2009:
Compliance with the requirements of the DDA is key to all school policies
All children are individuals and entitled to the best education they can receive regardless of any disability they may have
Access to Education means, making a full school life accessible, to the disabled student including extra-curricular activities and events.
The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements
The school recognises and values parent/ carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
The school recognises the parents/ carers' and child's right to confidentiality

1.1.5 Activities

Greenside will undertake to meet its key objective by three key areas:

1. Access to the Curriculum

Greenside undertakes to assess its provision of curriculum to students on a regular basis, and to use this information to better tailor the curriculum to student requirements.

Create a challenging curriculum where suitable learning challenges are set and progress of individual's achievements can be assessed

To seek and follow the advice of services such as other schools, TEF, the LA, the Government, and independent bodies to achieve best practice

Continue to follow and endorse the key principles of the National Curriculum Framework (within the context of being an academy and being part of TEF).

To use intervention and support programmes to support students learning where appropriate

2. Access to the Physical Environment:

Greenside will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities.

Consider how different impairments have specific requirements and can be best catered for within the environment.

Consider ways of providing the most suitable aids and resources, outside of the student's SEN, or health, provision.

To seek and follow the advice of services such as other schools, TEF, the LA, the Government, and independent bodies to achieve best practice

3. Access to Information:

Audit existing methods of providing information and media utilised, develop these to improve accessibility
Work with Local Schools, TEF, LA and local support services to source best materials at an appropriate cost

Include parents/ carers and students in the choice of the most suitable media for the disabled student.

1.1.6 Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents/ carers using the following means:

School Website (link)

On application to Greenside

1.1.7 Disability Action Plan

Attached is an action plan outlining the school's existing plans and priorities.

This policy/action plan will be reviewed annually by the SENCo.

1. Access Plan – Curriculum and Environment

Target Area	Strategy/ policy to meet target	Lead Person	Key Dates	Success criteria
1. Lessons provide opportunities for all students to achieve	All curriculum policies Student targets Equal Ops policy Behaviour Policy and code LSA support SEN policy Support/ Intervention programmes External advisors	EYFS – Kimberley KS1 & Y2 - Robin Y4, Y5 & Y6 - George	All in place for Sept '17 and reviewed annually, as appropriate or	Students achievement are measured against student targets
2. Teaching promotes racial harmony and prepares students for living in a diverse society; it specifically aims to prevent and address all forms of discrimination – Greenside Growing Generation and Student Personal Development Programme.	Equal Ops policy SMSC policy Behaviour policy	DH		Few racial incident reports No significant issues of any particular group underachieving.
3. Staff allow for the additional time required by some disabled students to use equipment in practical work. Provide alternative equipment or activities. Recognise and allow time for the mental effort expended by some disabled students.	SEN policy Use of ICT and/ or specialised equipment	DH		Students' achievement, measured against targets and national expectations. Relevant CPD (as required) depending on the nature and training needed to support the student. Provide and use appropriate equipment/ time.
4. All students are expected to take part in all areas of the curriculum, including SMSC, PE/ & Sports & Film Breaking Boundaries Learning Model.	Relevant curriculum policies Equal Opportunities Policy Support staff	DH		All students are accessing all the areas of the curriculum. Exemptions are infrequently made. In such circumstance teachers complete access to the curriculum sheets. (appendix 1)

5. Trips & visits, including overnight or longer visits are made accessible to all students irrespective of attainment or impairment	Specific needs assessed as part of the overall risk assessment. LSA support provided when necessary. Greenside strives to ensure student safety at all times and reserves the right to refuse inclusion in an activity if student behaviour endangers the safety of others.	Robin Yeats		Provision and adaptations are made to when possible to enable all students to attend As per Trips & Educational Visits Policy
6. All round high expectations of all students	World Ready & Test Ready Guidance & Expectations All curriculum policies	RT & RY		For the vast majority of students' behaviour in the classroom and around the site is at least good. All students are frequently reminded of the Greenside expectations.
7. Learning Experiences planned and suitably differentiated so as to involve all students	Differentiated lesson plans/ delivery Students challenged according to task and grouping. Staff CPD on learning styles and challenging student learning Lesson observations and visits	AW, RT & RY		Send students and students with statements and EHCP plans have differentiated to enable them to access the curriculum. HA students have additional provision in order to challenge them

2. Access Plan - PR/ Admissions

Target Area	Strategy/ policy to meet target	Lead Person	Key Dates	Success criteria
1. Governors and Staff are familiar with the technology and practices developed to assist, teach and support students and /or staff with disabilities	Specific needs identified and acquired prior to admission/ employment	RY		Staff attend training and or are available when new technology is introduced in order to be able to use it safely and effectively in order to support the student
2. Learning Experiences are responsive to student diversity	Equal Ops policy SMSC policy	AW, RT & RY		Monitoring of policies annually. Lesson visits and reviews evidence needs of students are being met
3. Staff seek to remove all the barriers to learning and participation	Equal Ops policy Circle Time SMSC policy	DH		Monitoring of policies annually. All reviews evidence problem solving to address needs as they arise.

3. Access Plan - Sites and Buildings

Target Area	Strategy/ policy to meet target	Lead Person	Key Dates	Success criteria
1. Classrooms are optimally organised for disabled students. Access to site and doorways	Specific needs identified prior to admission and appropriate facilities provided	DH		Accessible to wheel chair users.
2. Emergency and evacuation systems are set up to inform all students. Alarms are audible.	Emergency evacuation procedures in place and practised	DH & RF		Regular fire drills take place. Students with disabilities have a Personal Emergency Evacuation Plan.
3. Pathways and parking arrangements are safe. Routes are logical and signed	Health and Safety Policy Risk assessment	DH & RF		Signs are clearly visible
4. Areas to which all students, staff and visitors have access are well lit	Ensure all areas are adequately illuminated. Risk assessments	DH & RF		All areas accessible to students are well lit and checked each term
5. Décor and signage not to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy	Ensure all signs are clear, support is provided and appropriate classroom layout is used. Specific needs to be identified prior to admission and appropriate facilities acquired.	DH & RF		Students are able to move around the school as independently as possible. Staff follow guidelines set by different organisations to meet the needs of students with specific needs
6. The size and layout of areas, including all academic, sporting, play and hall allows for access by all students	Ensure good standard of access	DH & RF		All areas accessible to students meet the guidelines of health and safety. Aids such as ramps are made available if possible
7. Furniture and equipment is selected, adjusted and located appropriately	Ensure all furniture and equipment is selected, adjusted and located appropriately	DH & RF		Unsuitable furniture is not a barrier to the student's needs. Adaptations and suitable equipment is obtained under the guidance of; occupational therapist or appropriate agencies.

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Appendix 1

Annual access to the curriculum record- please write down the names of student who are **not** accessing the listed curriculum areas.
To be tracked and monitored by SENCo.

Reason	STAR Days Film Crew Days	Reason	SMSC	Reason	Other curriculum area	Comment

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