

## Southfields Academy

### Accessibility and adjustments: Information

**Reviewed: June 2015**

**Adopted:**

This accessibility statement should be read alongside the academy's Equality information and objectives, the SEN policy, the Academy's admissions policy and the Safeguarding and Child Protection policy. A hard copy of this statement is available from the academy on request. An electronic copy is available on the academy website at [http://www.southfieldsacademy.com/?page\\_id=2217](http://www.southfieldsacademy.com/?page_id=2217)

The SEN Code of Practice stipulates that children with SEN should have full access to a broad, balanced and relevant education. The concept of 'reasonable adjustments' is set out in the Equality Act 2010.

#### **Accessibility**

The Code of Practice includes among its fundamental principles that all children should:

- have their needs met, and that this should normally happen within mainstream schools and settings
- have their views taken into account
- be offered full access to a broad, balanced and relevant education.

#### **Success factors**

The success factors include:

- designing the culture, practice, management and deployment of resources in a school or setting to ensure that the needs of all children are met
- early identification of SEN
- taking account of the child's wishes in light of their age and understanding
- working in partnership with parents
- regularly reviewing interventions
- clear and detailed statements.

For students at the academy, success is also measured by their increasing independence and self-determination. In meeting the students' needs, the process must not prevent them or represent a barrier to students making and taking decisions about their future for themselves.

The Code of Practice refers to a child with SEN having access to:

- a designated member of staff with whom they can discuss difficulties or concerns. At Southfields Academy, all students with a statement of SEND and those at SAP are allocated a key worker.
- the full curriculum and the provision of interventions, including technology, to facilitate this. At the academy, all planned interventions and provisions have a core goal of enabling the inclusion of all students in the broad and balanced curriculum.
- relevant services. The academy facilitates and participates in regular meetings with parents, professionals and other stakeholders to ensure the effective and efficient education of all students.

We extend these principles and indicators of success to all members of the Southfields Academy community including students, staff, parents, trustees, visitors, site users and other stakeholders.

## **Adaptations to meet sensory and/or physical needs**

Among the adaptations that may be required to meet the range of needs of children with sensory and/or physical needs the Code lists:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials
- access to different amplification systems
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support.

The academy adheres to these adjustments wherever possible and reasonable. We recognise that adjustments made specifically for one student may benefit other students within the class or the academy and that often these adjustments reflect the effective and efficient education of a range of students. Further, we recognise that these adjustments may also be required for staff, parents, trustees, site users and other stakeholders, and that this is true for individuals as well as groups of site users.

## **Other children with SEN**

Adaptations are equally important for students with communication and interaction needs, cognition and learning needs, emotional, social and mental health needs. We constantly evaluate and review provisions and interventions for each aspect of need to ensure students are enabled to make progress and achieve.

The **School Admissions Code 2010** stipulates that local authorities must make free travel arrangements for 'eligible' children, which includes some children with SEN. This is determined on a case by case basis and forms part of the student's Annual Review. It is important that access to transport does not, over time, come to represent a substantial disadvantage to the student.

## **Reasonable adjustments**

The concept of 'reasonable adjustments' was introduced under the Disability Discrimination Act 1995 to avoid the disadvantage a disabled pupil experiences because of their impairment and has been incorporated into the **Equality Act 2010**.

Schools are required to take reasonable steps to avoid 'substantial disadvantage' where a provision, criterion or practice puts any students at a substantial disadvantage. Reasonable adjustments may extend beyond those identified in a student's statement or EHC Plan and the Academy must not assume that only those adjustments outlined in the statement or the plan are sufficient.

It is the responsibility of the AHT – Inclusion & SEN to monitor the range of provisions, interventions and curriculum adjustments made to ensure these do not represent a 'substantial disadvantage'. This is recorded and monitored on a weekly basis via the academy Inclusion Panel and is subject to on-going review. Where a provision, intervention or curriculum adjustment is deemed not to add value to a student's learning experience or to represent a substantial disadvantage to them, the AHT – Inclusion & SEN, in consultation with members of the Inclusion Panel will terminate, suspend or modify the practice to address these concerns.

## **Starting point**

The **Equality and Human Rights Commission** advises that a useful starting point in determining what a reasonable adjustment might be is to consider how to ensure that disabled students can be involved in every aspect of school life, and that reasonable adjustments can often require little or no cost or

disruption. An example the Commission provides is of a teacher always facing the class when addressing students to ensure that a pupil with hearing difficulties is able to lip-read.

From September 2012, the reasonable adjustments duty will be extended in the **Equality Act** to include provision of auxiliary aids and services to disabled students (not students with SEN). This applies to maintained schools, academies and non-maintained special schools, and can include:

- a piece of equipment
- lifts and hoists
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- extra staff assistance
- an electronic or manual note-taking service
- induction loop or infrared broadcast system
- videophones
- audio-visual fire alarms
- readers for students with visual impairments
- assistance with guiding.

Again, the academy is aware that these adjustments extend to staff, parents/carers, trustees, site users and other stakeholders.

### **Current adjustments**

As the academy comes to the end of the Building Schools for the Future (BSF) programme, the underpinning principle of the programme is to ensure we have a site that is 100% accessible by all site users, regardless of SEND. It is the aim of the BSF team to achieve this fully by July 2014, building works allowing.

In the interim, SEN and Inclusion staff are working closely with external professionals and advisory services to ensure the needs of all students are met and that the building programme does not represent a substantial disadvantage to any student. In instances where, due to the building programme, we are unable to meet a student's needs to a substantive level (i.e. they can access less than 50% of the academy site, including internal and external access) we work with the LA, parents and professionals to identify a suitable alternative setting.

To ensure that students do not experience a substantial disadvantage as a result of current arrangements, all students with SEND and their families are encouraged to visit the site and meet with the SENCo prior to making an application.

### **Staff Qualifications**

In order to ensure that practice and procedures are compliant with the Equalities Act and the existing SEN Code of Practice (due to be reviewed for September 2014, full implementation by September 2015) staff have been identified and designated to cover key elements of the plan. These staff have achieved qualifications and have accessed on-going CPD to ensure the relevance and appropriacy of their training.

#### First Aid

We currently have 4 first aiders on site and a nominated Senior First Aider. All 4 have their St John's Ambulance qualification and certification in First Aid and CPR. The Senior First Aider is able to dispense prescription medication at parental request and with signed consent. The taking of medication is supervised and takes place within the first aid area. Unused and out-of-date medication is returned to the parent by post with advice on how to dispose of medicines safely and appropriately, and to request up-to-date medication if necessary.

### Safeguarding and Child Protection

The Safeguarding DMS and the Child Looked After DMS have both undertaken Signs of Well-Being training. The Safeguarding DMS has also completed appropriate safeguarding training as determined by the Local Authority and has additionally registered to complete Signs of Safety training.

The Child Looked After DMS completes annual training led by Wandsworth CLAESS and advised by the local authority, as well as attending training offered by other Local Authorities that are the home boroughs of any of our CLA students.

All new staff and training staff receive Safeguarding, Child Protection and Child Looked After training as part of their induction and training package, and the staff of the whole academy goes through full Safeguarding training every 2 years as required by the Local Authority. Trustees have an additional training package in relation to their roles and responsibilities.

### Fire first responders

Those charged with handling fire equipment and overseeing evacuation procedures are due to undergo training in Summer 2 and Autumn 1. This is in response to the changed location of equipment through the build and the introduction of evac-chairs for wheelchair users throughout the site.

A timetable for training and updating of qualifications are published as an addendum to this policy.

### **Use of Lifts and Escorts**

The site now has two lift access points – one in the Gateway building and one in the C/D block juncture (see map) These lifts are not fitted with a telephone and therefore lift users must be accompanied by a member of staff with a radio who has completed escort training.

Escorts are required to see the lift user into the lift, to be aware of their needs and to maintain appropriate physical boundaries within the confines of the lift. Wheelchair use, the safe embarkation and disembarkation and additional needs management should also form part of the on-going training. Annual monitoring of lift use and escort procedures should form part of the training plan.

A detailed Lift and Escort use plan are addendum to this policy

### **Extended Site Use**

Southfields Academy is an extended use site and is open until 9.30 pm via the Aspire@Southfields Academy extension, for use by both academy and Aspire users. The same procedures for Safeguarding, Child Protection, Lift Use & Escorts, Fire first response, the SEN Code of Practice and the Equalities Act apply throughout the extended day and issues should be reported to duty staff in the first instance, who will report via their line management. The Principal and Headteacher hold overall responsibility for the implementation of the policies but delegate this responsibility to the Deputy Headteacher – extended schools.

Please refer to the Aspire@Southfields web pages for information on site access for all users.

### **Complaints Procedures**

Complaints procedures with regards accessibility and reasonable adjustments are the same for those for all other aspect of the academy. Please refer to the complaints procedures on the academy website or request a hardcopy from the academy directly.