



# YOUNG WOMEN'S HUB

---

Educate. Nurture. Inspire.

## Accessibility Plan

**August 2021**

Young Women's Hub

Accessibility plan Updated August 2021

To be reviewed August 2022

## Introduction

The Special Educational Needs and Disability Act 2001 requires schools to produce Accessibility Plans every three years.

This duty has been replicated in the Equality Act 2010. This Accessibility Plan applies to the whole school for the period September 2018 to September 2021.

The Trustee Board continues to focus on its three key duties towards disabled students:

- not to treat disabled students less favourably because of something arising in consequence of their disability.
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage; and
- to plan to increase access to education for disabled students.

**This Plan sets out the strategies of Trustee Board of the Young Women's Hub to:**

- increase the extent to which disabled students can participate in the school curriculum.
- improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services; and
- improve the delivery to disabled students of information which is readily accessible to students who are not disabled.

This Plan will also consider ways to assist students with special education needs who would not be classified as disabled under the Equality Act. For such students, the school has a responsibility to meet their special needs and, for those classified as disabled, a duty to prevent discrimination against them in their access to education. The Young Women's Hub regards such responsibilities as equally important and is therefore committed to a whole school approach aimed at inclusion.

### **The purpose of the plan**

The school's ethos is built around the complementary concepts of personal challenge and personal care, and everyone is offered the support, encouragement and monitoring they need to achieve this. The Young Women's Hub is committed to, and striving for, equal opportunities and inclusion for all. We are committed to this by providing a fully accessible environment which values and includes all students, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

### **Putting the plan in practice**

It is a requirement that the School's Accessibility Plan be resourced, implemented, and reviewed and revised as necessary.

The following information therefore provides:

- a statement of current provision for accessibility.
- a plan of actions and goals to achieve enhanced accessibility.
- how the Plan will be implemented; and
- how the Plan will be evaluated.

**Statement of existing provisions**

Increasing the extent to which disabled students and students with SEN can participate in the school curriculum:

- Close liaison between carers, students, parents, and teachers
- Risk assessments arranged prior to all school outings,
- Curriculum differentiated by task and outcome.
- Staff understanding of the importance of differentiating in terms of teaching style.
- Liaison with external agencies e.g., educational psychologists and therapists.
- Individual learning plans.
- Special arrangements made for exams (functional skills)
- Pastoral care available.
- Mental Health Policy and related mental health initiatives which increase awareness and understanding around those students experiencing emotional difficulty and the support that can be offered.
- SEN Training to be available for all staff and making adequate provision in the classroom.
- Apply to feeder schools and local authority for screening and diagnostic assessment where necessary.

**Increasing the extent to which disabled students and students with SEN can participate in the school curriculum.**

<b>Target</b>	<b>Action Needed</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Outcome</b>
<b>Monitor and review the agreed policy for identifying, assessing, and supporting students with SEND, as set down in the SEN Policy.</b>	Evaluation and review of the policies.	Statistical method of evaluating success rate of students with SEND	Evaluation method to be agreed and implemented	<p>Policies reviewed annually.</p> <p>Agreed whole school approach.</p> <p>Success rate of students with SEN or disability.</p> <p>Statistics re value added indicate that SEN students making adequate progress compared to those who do not have SEND</p>
<b>Identify students who exhibit characteristics associated with disability or special educational needs</b>	Speak with LA and Feeder school if diagnostic testing is required.	Senior Leadership Team	Ongoing	<p>Staff confident to help head of school to identify those with specific needs.</p> <p>Register of students with characteristics associated with SEND assessment reports and advice on individual support available.</p>

				Staff and school fully aware and equipped to teach such students on entry
<b>Maintain and encourage links between all parties: student, parents, carers school and external agencies where appropriate</b>	Communication with parents before and after assessments regarding results and the support required. Annual reviews and informal discussions to review and evaluate effectiveness of individual support	Senior Leadership Team	Ongoing	Informed and consulted parents and students.  Parents/student Information packs to support and complement meetings
<b>Support for students with SEN or disability. Differentiated and high-quality teaching which is supportive of those with SEND</b>	Develop and increase the implementation of individual and group support.  Review and evaluate the effectiveness of individual support at requested reviews or parents' meetings with parents and students.  Ensure examination boards receive comprehensive information where appropriate, and that students receive additional time in examinations, where appropriate, and	Dissemination of information regarding needs of specific students to members of staff. Pupil Profiles containing further detail. SEN Data Base- to be developed/improved	Ongoing	Targeted support for students with SEN or disability.  Students with SEN or disability make progress in line with expectations Involvement of parents in review and evaluation of individual support.  Students and parents feel informed and supported.  Students able to access all examinations and demonstrate their knowledge and competency.  Appropriate progress made by students with SEND

	<p>other special arrangements as necessary, e.g. enlarged papers.</p> <p>Lesson observation notes to include reference to students with SEND.</p> <p>Schemes of work to include reference to appropriate schemes of work.</p>			
<b>Enhance awareness of inclusivity</b>	<p>Review school admissions policy ensuring transparent and comprehensive information on admissions procedure and equality of opportunity for entry. Provision of information to students about disabled students and specific learning difficulties through PHSE and morning registrations</p>	<p>Student profiles and SEN data base via SIM'S</p> <p>Updates in staff briefing.</p> <p>Proposed Data Base that makes access and updating easier Individual.</p> <p>Welfare/behaviour Plans</p> <p>Mental Health Policy</p>	ongoing	<p>Staff feeling comfortable in dealing with disabled or SEN students; raised staff awareness of individual pupil's needs.</p> <p>Ease of access to information regarding SEND, including mental health to enhance awareness and effectiveness of support</p>
<b>Audit participation in the curriculum by disabled students and students with SEN.</b>	<p>Liaison between subject teachers and head of school.</p> <p>Consider access to first floor and timetabling options in different classrooms according to student's needs</p>	Persons noted.	ongoing	Full participation by disabled pupil in chosen subjects.

**Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.**

<b>Target</b>	<b>Action Needed</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Outcome</b>
<b>Audit of ways in which disabled students may experience problems with the physical environment</b>	Head of school to discuss with disabled students and teachers.		ongoing	Increased access to facilities. Development plan updated accordingly to address concerns.
<b>Ensure appropriate evacuation provision for upper floors for students with poor mobility</b>	Risk assessment. Training of relevant staff.		September 2021	Suitable evacuation procedure and facilities in place by September 2021

**Improving the delivery to disabled students and students with SEN of information which is readily accessible to students who are not disabled or have SEN**

<b>Target</b>	<b>Action Needed</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Outcome</b>
Training of staff on how to provide information to disabled students and students with SEN.	Dissemination to staff of information by head of school	Inset Training	ongoing	Staff confident in using alternative methods of communication/presentation

### **Implementation of the Plan**

Trustee Board is ultimately responsible for ensuring the proper implementation of the plan.

On a day-to-day basis, however, the Trustee Board will delegate:

- To the Deputy Head, the responsibility of ensuring that, as far as is practicable, enough financial resources are available to implement this plan.
- To the head of school, the responsibility of ensuring that the contents of the plan are implemented as far as is reasonably practicable.
- to the head of school, the responsibility of ensuring that the actions relating to improvement of the physical environment are implemented as far as is reasonably practicable.
- to the head of school, the responsibility of ensuring that the plan and its underlying message of inclusion is communicated to all members of staff, and that those required to undertake training are provided with enough time and encouragement to do so; and

- to all members of staff, the responsibility of awareness and action wherever necessary to support the ethos of inclusion.

The Plan shall be referred to in the Trustee report' Report and shall be made available upon request to any interested parties.

Disability, encompassing the implementation of the school's policy towards Disability and the Accessibility Plan, shall feature annually within Trustee Meetings, with the aim that each decision taken shall have due regard to the implications for disabled students.

### **Evaluation of the Plan**

The Head of school shall be responsible for evaluating the success of the plan and monitoring achievement against the three key elements of increased access to education. The Plan will be reviewed at least annually, and as required with experience. In evaluating the Plan's success, the head of school shall consider some or all the following:

- (a) Is there evidence of greater satisfaction by disabled students and students with SEN and their parents with the provision made by the school and their participation in it?
- (b) is there evidence of greater involvement of disabled students in the school's daily life?
- (c) are the staff confident in teaching and supporting students with SEN and disabled students with a range of needs?
- (d) is there is a discernible improvement in the physical environment of the school?
- (e) is information for students available in a range of formats?

### **Conclusion**

The Young Women's Hub committed to a whole school aim of inclusion, and for its approach to disability to be less of an individual plan but rather a continuous thread running through the school's plans, procedures, and policies, including capital works and premises management, the curriculum, ICT, staff training and other associated services.

**Signed - Head of School**

*P. Wolf*

**Signed - Chair**

*Gina de la*

