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St. Anne's School
 ALDERNEY

ACCESSIBILITY PLAN

Policy Directive and Guidelines

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Next review by: February 2025

Document Control & History

Version	Date	Author	Reviewer	Summary of Changes/Notes	Issue Date
1.0	7/19	Dir Ops (Ed.)		States of Guernsey Review date June 2022 Draft consulted on during May/June 19. V1.0 incorporates feedback	7/19
1.1	10/19		A Hunt	Formatting amendment in St Anne's School Colours - GG version here	
1.2	2/21		KS	Changes to Action Plan to update specific actions Updated requirements for 2020 – 2022 exam series.	
1.3	2/22		KS	Reviewed, no changes required.	
1.4	1/23		SP	Amended Headteacher name	
1.5	1/24		KS	Changes to Action Plan to update specific actions	

This policy will be reviewed in accordance with the States of Guernsey document control policy - original on [ConnectEd Intranet](mailto:ConnectEd@education.sportandculture.gov.gg) education.sportandculture@gov.gg Grange Road House Grange Road St Peter Port GY1 1RQ +44 (0)1481 733000 www.gov.gg/education

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (Education Department) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1. Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities. Those with a disability include with 'limitations going beyond the normal differences in ability which may exist among people.' (The Equality Act, 2010).

2. Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

3. Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and full participation in the school community for pupils, and prospective pupils, with disability.

4. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils.

At St Anne's School, we are committed to creating and sustaining a culture that values, supports and promotes diversity in its broadest sense. Our school community brings together a rich mix of people with differing perspectives, learning abilities, skills, background and experiences. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to ensure that all pupils reach their full potential, regardless of age, disability, marital or parental status, pregnancy or maternity, race, nationality, religion or belief, gender, gender reassignment, sexual orientation, political belief or socio-economic background by:

- Promoting an atmosphere which encourages the pursuit of excellence;
- Enabling each pupil to develop his/her skills: creative, linguistic, mathematical, scientific, social and physical and to develop an attitude of enquiry in acquiring these skills;
- Assisting pupils in overcoming difficulties, when and where these occur;
- Encouraging a sense of self responsibility and responsibility for the school and wider community;
- Giving all pupils an awareness of their own worth, a sense of achievement and enjoyment in their own development;
- Providing a caring atmosphere in the school in which stable and effective relationships can be formed;
- Encouraging a sense of tolerance, justice and respect for others and a respect for the environment in which we live;
- Developing a growing partnership between home, school and the community;
- Promoting diversity in its broadest sense; and
- Preparing students fully for the world of work or further study, post 16;

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

St Anne's recognises its duty to:

- Not discriminate against pupils with a disability in admissions and exclusions and provision of education;
- Not treat disabled pupils less favourably for a reason related to their disability;
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- Plan to enable full access to education for disabled pupils;
- Publish an Accessibility Plan;
- Recognise and value parents/carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respect their rights to confidentiality;
- Provide all pupils with broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their learning styles;
- Set suitable learning challenges;
- Respond to pupils' diverse learning needs; and
- Overcome potential barriers to learning and assessment for individuals and groups of students.

5. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

6. Activities and Reasonable Adjustments

St Anne's School is committed to making the school environment as accessible as possible for pupils, staff and visitors. The school buildings and facilities are accessible to all.

Education and related activities – In relation to accessing the curriculum, the school will continue to seek and follow the advice of the States of Guernsey and outside agencies, such as specialist teacher advisors, SEND consultants and appropriate health professionals. The school will use, where possible, the available resources (human and physical) to offer assistance during assessments or exams, use of aids and equipment, including assistive technology, and re-rooming of lessons.

Physical environment –reasonable adjustment has been made to the school including a lift, ramps edged stairs and hand rails. There is a disabled toilet available.

Provision of information – the School will provide information to students, staff, parents/carers and visitors in alternative formats when required or requested.

Pupils with additional needs are supported by:

- Quality first teaching and differentiation in class;
- Provision of aids such as laptops, coloured overlays, reader pens which are part of pupils' normal way of working;
- Small group or 1:1 interventions following pupil progress meetings, including literacy, numeracy, social and emotional needs;
- Bespoke timetable/reduced or alternative curriculum for identified pupils;
- Lift and ramps installed, making all classrooms/school buildings accessible for all, including wheelchair users;
- Stairs have yellow edges/bannisters to assist the visually impaired;
- Health Care Plans shared with staff and displayed in staffroom;
- Examination Access Arrangements are applied for if appropriate to the pupil's normal way of working.

8. Examinations

Pupils with additional needs will be supported through every examination series to ensure that there is equality of opportunity.

The Equality Act 2010 extends the application of the Equality Act to general qualifications. All examination centre staff must ensure that the access arrangements and special consideration regulations and guidance are consistent with the law.

Procedures

- All exam rooms are accessible; chairs are available when queuing outside, if needed;
- There is an appropriate toilet near all areas;
- Emergency evacuation procedures are appropriate for all candidates and risk assessments are carried out as appropriate prior to the examination series;
- All areas have had internal risk assessments carried out;
- If any candidate needs to take regular medication, invigilators will make this possible;

- Pupils who use a mobile phone for medical reasons, for example diabetes, will be allowed supervised access to their phone as required;
- The Examinations Officer will be notified if there are any exceptional health issues;
- Any specialized equipment will be provided and an appropriate examination area selected;
- Invigilators will be briefed of any exceptional issues concerning communication or other factors which may affect the candidate;
- Recruitment of invigilators will follow normal school policy with regards to disabled applicants;
- All invigilators will either receive training including disability issues or will work alongside an experienced invigilator;
- The SENCo will make the Examinations Officer aware of any issues concerning individuals in the main exam rooms;
- The SENCo will take the lead in applying for access arrangements, in coordination with the Examinations Officer, based on appropriate assessments and knowledge of pupil needs. A list of pupils involved will be produced and available in the files.
- Any complaints made by candidates with disabilities should be directed, in the first instance, to the Examinations Officer, who will initiate an enquiry.

9. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

10. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

End. Version 1.5 KS/WW January 2024

Action Plan –A Working Document

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It should be read in conjunction with the school health and safety documentation. This document is a working draft.

Aim	Current good practice <i>Include established practice and practice under development</i>	Actions /evidence	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We offer disabled pupils the opportunity to participate in trips alongside their peers, with reasonable adjustments.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>British Sign Language input is available, at basic level, to meet the needs of pupils/ parents/stakeholders.</p>	<p>Evidence through lesson observations.</p> <p>Evidence through EVOLVE trips and visits data.</p> <p>See Learning Plans for pupils on the SEN register (SIMS).</p> <p>Annual reviews; working Learning Plans are 'live' copies for all teachers and LSAs.</p> <p>SENCo is trained to Level 2.</p>	<p>Teachers / Monitored by SLT.</p> <p>SENCo.</p> <p>SENCo.</p> <p>SENCo.</p>	<p>On-going.</p> <p>On-going.</p>	<p>All learner needs are met.</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Disabled parking bay • Inclusive toilet • Raised tables for wheelchair users 	Yes – Audits in place.	SLT.	Ongoing.	
Disabled students and adults to be able to evacuate the building safely in a fire emergency.	Personal emergency evacuation plans (PEEPS) are put in place for disabled students/staff (NB lifts cannot be used)	On needs led basis.	SLT/SENCo and Site and Premises staff.	On-going.	
Website will be accessible for use by disabled people.	Website is under development.		WW	On-going.	<u>States of Guernsey</u> ; reviewing Google Website for accessibility: On-going
Technical support.	Accessibility for technical support in relation to examinations. E.g. any specialist set-up / requirements for ICT.	See Appendix 2.	WW	On-going.	

Appendix 1: Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The main school is built over three storeys. There is also a mobile classroom in the playground.	No action required.	N/A	N/A
Corridor access	All corridors are wide enough to allow passage by a wheelchair user.	Checked annually as part of Site and Premises Audit.	WW. Mark Aslett and James O'Reilly.	Annually.
Lifts	There is a lift between the different levels, operated by a key.	Annual service plan in place. Pupil's or staff with temporary need (e.g. on crutches) to be given temporary access to the lift. Older pupils may be given the lift key, younger pupils to be accompanied by a member of staff.	WW	Annually.
Parking bays	One disabled parking bay is marked, adjacent to the main entrance. Gates include signage with telephone number to arrange disabled access.	Parking bay left vacant and not used other than in a 999 emergency and as required for specialist teams.	All staff.	N/A
Entrances	The main school entrance and	No action required.	N/A	N/A

	entrances from the playground, are on the level and accessible by wheelchair.			
Ramps	There are ramps from the playground to the geography hut; from the main building to the science/technology block and from the English room to the field (emergency exit).	Site and Premises staff monitor for repairs.	Mark Wilson.	On-going.
Toilets	An inclusive toilet is available, next to the library.	Ensure that the emergency alarm is working.	Mark Wilson.	Weekly checks in place.
Reception area	The reception area is on the ground floor and accessible.	No action required.	N/A	N/A
Internal signage	Rooms labelled.	No action required.	N/A	N/A
Emergency escape routes	Emergency escape routes are signed. From the upper level, the accessible escape route is via the English room, which has a ramp to the field.	Visible in all areas. Laminated cards and HI-VIZ waistcoats available on each corridor and named staff for evacuation.	Mark Wilson / Wendy Wilson	Weekly checks in place.

Appendix 2: Request for Technical Support for Examinations

Feature or technical item required for examination	Description	Actions to be taken	Person responsible	Date to complete actions by
Laptop for use in examination with main power / re-charge lead.	Dedicated exam laptop is available for use by named pupils.	Exam date/time/room and identified pupil(s) to be specified as part of exam timetable.	Exams Officer/SENCo Martyn Brown	At least one week ahead of exams.
USB Drive available to save exam work on.	Clean USB drive is available.	Exam date/time/room and identified pupil(s) to be specified as part of exam timetable.	Exams Officer	Prior to each exam.
Reader Pen	Exam Reader Pen available for use by identified pupil(s) who use as part of their access arrangements/normal way of working.	Reader Pen to be available and fully charged. Pupil to use own headphones.	SENCo	Prior to each exam.
Mobile phone for medical purposes	Pupils with Type 1 Diabetes is allowed access to his personal mobile phone to monitor insulin levels.	Form 9 completed and on file. Invigilator to be made aware of access arrangement.	SENCo Exams Officer	Before exam series. Prior to each exam.