



**National
Autistic
Society**



**Vanguard
School**

The Vanguard School Accessibility Strategy

Version	Date	Completed by:
1.0	7th October 2019	Jo Galloway Executive Principal

Introduction

Vanguard school is a new purpose built secondary school which opens in January 2020. It will open initially with 15 pupils and growth is staggered over 5 years. Once full, the school will provide education for 78 pupils. It is built in accordance with current building legislation for new skills and as such meets good standards of accessibility.

Criteria for admission includes the need for a formal diagnosis of ASD. This is required to be the primary barrier to learning, while recognising that many pupils will have additional educational and medical needs that will also need to be addressed. Vanguard School is a resource, for pupils significantly affected by the disorder, who require a high degree of structure and support, tailored to individual needs. The vulnerability of this particular group has implications for access to all aspects of school life including:

- Resources – enhanced staffing, quiet individual teaching rooms, durable and high-quality equipment.

- Communication – differentiated approaches to individualise the admissions procedure, informed assessment recognising specific needs to inform teaching and learning.
- Access for people with disabilities.
- Disabled access and the physical environment – the current population are generally mobile. However, the needs of parents, staff, and visitors to school must also be considered.

At Vanguard School, we are committed to ensuring equality of education and opportunity for our pupils who all have a disability, for staff and all those who work on behalf of the school or receive services from the school. Inclusion is a principle that we would wish to apply to all aspects of our life as a school. As part of this, we aim to develop further a culture of inclusion and diversity and to continue to seek ways of ensuring that all can participate fully in school life. The achievement of our pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. The social, physical and educational environment of our school should foster the full participation of all.

Our approach is not just about making individual adjustments for people with disabilities; we are much more concerned with taking an organisation-wide approach to tackling disability-related discrimination. We believe that providing equal opportunities is not about treating everyone equally; this might well result in a lack of opportunity for people with disabilities. We must be prepared to take extra reasonable steps to promote equality of opportunity, even if this means that we are treating a disabled person more favourably than someone else. In order to help promote positive attitudes towards the disabled, we shall continue to find appropriate opportunities to develop in pupils a real understanding of the contribution that the disabled make to our society and culture. This will be done through our PSHE and Social Communication curriculum in a way that is meaningful for each pupil.

We accept that people with impairments are disabled by physical and social barriers. Difficulties that arise because of disability often result from social structures and attitudes, rather than from a person's impairment or medical condition. Nationally, this approach has influenced a

rights-based view of equality for disabled people and represents the key to understanding and implementing the Disability Equality Duty, the aim of which is to understand and dismantle the barriers which exclude and limit the life chances of disabled people.

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

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. The plan will be made available online on the school website, and paper copies are available upon request.

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

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on 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.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body

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 and Disability (SEN) information report
- Supporting pupils with medical conditions policy

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Areas of development included in this action plan will be included in the School Improvement Plan and incorporated into the school budget.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Our school differentiates the curriculum as required to meet student needs.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>Ensure curriculum documentation meets our students needs and enables teachers to plan effectively</p> <p>Ensure inclusive and positive range of resources in school</p> <p>All students to have specialist equipment</p>	<p>Undertake full review of Curriculum</p> <p>Audit Curriculum resources and Library to ensure they include examples of people with disabilities , reflect positive gender images and are representative of a multicultural society</p> <p>Audit individual pupil needs as per EHCP</p>	<p>Head teacher</p> <p>Head teacher</p> <p>Transdisciplinary team</p>	<p>By opening</p> <p>Sept 2020</p> <p>ongoing</p>	<p>Curriculum strengths and weaknesses identified and action plan</p> <p>Resources in school up to date and inclusive</p>

		required for their needs e.g. specialist Sensory / T equipment				All students to have any required specialist equipment.
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>It has a lift to access the first floor.</i></p> <p><i>The school has disabled toilet facilities.</i></p> <p><i>Corridors are wide and easy to move through</i></p> <p><i>The school has a range of specialist rooms and outdoor spaces.</i></p>	Ensure all students have access to a variety of calming spaces.	<p>Review use of space allocated to therapeutic purposes .</p> <p>Review use of individual / small group rooms.</p>	Head teacher / Executive Principal	September 2020	Students have a range of spaces across school to use for therapeutic purposes
Improve the delivery of information to students, staff, parents and visitors with a disability	<p><i>Our school uses a range of communication methods as required to ensure information is accessible such as pictorial or symbolic representations.</i></p> <p><i>The school supplies information to parents and stakeholders in different formats on request. Including translation of information into different languages.</i></p>	Ensure signage within school and entrance area meets needs of a range of visitors and parents.	<p>Review signage</p> <p>Consider whether need for hearing loop at reception.</p>	Business and Finance Manager	January 2021	All students, staff and visitors can understand information presented to them.