



THE BARCLAY SCHOOL

Barclay School School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving communication with disabled students and their carers.

Exams

We agree to recognise our duties towards disabled candidates as defined under the terms of the Equality Act 2010†. This includes a duty to explore and provide access to suitable courses, submit applications for reasonable adjustments and make reasonable adjustments to the service the centre provides to disabled candidates. For more information, refer to our Equalities policy and Exams policy.

The purpose and direction of the school's plan: vision and values

Barclay School is committed to promoting equality for all - regardless of ethnic background, gender, social class, cultural or religious traditions and beliefs, physical, characterisation, sexual orientation, age or ability.

The school recognises that to achieve this aim it must actively promote positive attitudes towards all groups in the community and within the school and acknowledge and acclaim diversity through teaching and school policies and procedures.

We aim to provide a challenging and reflective approach to learning which will encourage and support students and members of the local community in the full development of their intellectual, practical and interpersonal skills to enable them to contribute to an increasingly technological society.

This policy is based on our 3 key principles of:

- *Believe* - Encouraging every student to believe in themselves and their potential
- *Achieve* – Creating an environment within which every student is able to achieve their potential
- *Exceed* – Creating an environment within which every student has the confidence and opportunity to work and achieve beyond expectations.

The core values that underpin our work are:

*We believe in our potential to exceed all expectations and to have a unique impact on the world

*We are proud to be members of The Barclay School and believe that education empowers us to shape our futures

*We value learning and welcome new opportunities and experiences

*We work our hardest and take pride in what we achieve and celebrate the achievement of others.

*We strive to make the relationships between all members of our school community warm, positive and encouraging.

The school has set the following Wildly Important Goals (WIGs) to enable the development of these values

WIG1: Students, in particular vulnerable students, make accelerated progress between KS2 & KS3

WIG2: Outcomes in KS4 and the sixth form exceed floor standards and are improving rapidly

WIG3: All teaching is 'securing' or better and every lesson CREATEs a climate for success

WIG4: All students' attitude to their learning and expectations are high and they know what to do to progress

WIG5: Leadership and Management at all levels is highly effective as a result of strong line-management

WIG6: All students achieve above 95% attendance and are always punctual.

The school will be able to assess the following outcomes for disabled pupils.

- Exams, accredited learning and end of Key Stage outcomes;
- How well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas;
- Achievements in extra-curricular activities;

Views of those consulted during the development and monitoring of this plan

The School development plan has been discussed and agreed with members SLT and Governors and has drawn on feedback from Parents and Students.

Progress on the school development plan is reported to the governors in the Headteachers report. Progress is monitored more frequently at leadership team meetings and through line management meetings.

Getting hold of this document.

Awareness of this plan and its content is developed by ensuring greater stakeholder consultation in all aspects of the implementation of the school development plan. This accessibility plan and the School Development Plan can be accessed:

- *On the school website.*
- *Will be posted on request.*