



SALTBURN
Learning Campus

All Learners Always Learning

Saltburn Learning Campus

Accessibility Plan

September 2018

DOCUMENT CONTROL

Date	Author	Version	Change Description	Approved / Quality Checked By & Date	Target Audience / Circulation	Document Review Date
September 2015	Reviewed by Ms G Ash	1	N/A	Premises Committee	All Staff employed by SLC Campus & Governors	September 2018
September 2018	Reviewed by HOS's	2	No changes needed		All Staff employed by SLC Campus & Governors	September 2021

Document Retention Period	Destroy 5 years after administrative use has concluded
----------------------------------	--

ACCESSIBILITY PLAN

SALTBURN LEARNING CAMPUS (SLC) SLC houses Saltburn Primary School (3-11) and Huntcliff School (11-16)

This Accessibility Plan has been drawn up in consultation with the Local Authority, staff and governors of the Campus and covers the period from September 2018 – September 2021

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents 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.
2. The SLC plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the campus, adding specialist facilities as necessary. This covers improvements to the physical environment of the campus and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the campus and campus events. The information should be made available in various preferred formats within a reasonable time frame.
- 3 Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
- 4 We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
- 5 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum Policy
 - Single Equality Scheme
 - Pay Policies
 - Health & Safety (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour and Discipline Policy
 - School Improvement Plan
 - Asset Management Plan
 - School Prospectus
- 6 The Action Plan for physical accessibility relates to the Access Audit of the Campus which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward

into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

- 7 The Plan will be monitored through the Resources Committee.
- 8 The campus will work in partnership with the local education authority in developing and implementing this plan.
- 9 The Plan will be monitored by Ofsted as part of their inspection cycle.

DATE: Reviewed September 2018

IMPROVING THE PHYSICAL ACCESS AT SALTBURN LEARNING CAMPUS

The Campus was completed in September 2009 and has been designed to be accessible in all areas.

- Pupils with long term or temporary physical disabilities are trained and permission given in the use of the two lifts to allow them access to all floors.
- Arrangements are made to accommodate that same category of pupils on the ground floor in the event of either lift being temporarily out of action for any reason.
- In the event of a fire evacuation such students are accompanied to a stairwell safe refuge as required. Each stairwell is protected by fire resisting doors to provide adequate time to reach the fire exit at the bottom of the stairwell. Personal Emergency Evacuation Plans are produced for each pupil as required.
- Provision and support for parents/visitors with physical needs is met by way of level entry access, disabled sanitary provision and lift access to upper floors. An induction loop hearing system is fitted in strategic parts of the campus to aid those with hearing impairment.

IMPROVING THE CURRICULUM ACCESS AT SALTBURN LEARNING CAMPUS

- All pupils at Saltburn Learning Campus are given access to a balanced and broadly based curriculum, including the National Curriculum. A range of teaching strategies and approaches, including differentiation, caters for the needs of pupils of all abilities. The provision of appropriate learning experiences for all pupils is contained in departmental development plans, medium and short term plans for year groups and individual education plans as appropriate to the key stage. .
- Targeted in-class support is a central principle of Inclusion provision at Saltburn Learning Campus. In many classes, pupils with Inclusion benefit from in-class support from learning support assistants or teachers other than the class teacher. Support staff regularly liaise with the subject or class teacher in planning, teaching, marking and evaluation. Pupils benefit from the experience of the mainstream classroom combined with individual support and encouragement.
- All Campus staff are aware of the needs of pupils and strive to provide differentiated learning experiences in every curriculum area. In-service training and professional development is provided for all staff in Inclusion. All newly appointed staff receive information regarding Inclusion and are encouraged to seek advice when needed.

IMPROVING THE DELIVERY OF INFORMATION AT SALTBURN LEARNING CAMPUS

- Staff are aware of the differing communication needs of children, their parents and visitors
- Written communication is provided in an enlarged format if required
- Telephone calls and emails are used as alternative means of communication
- Where English is not the first language, children are provided with the appropriate support and the school makes every effort to provide an interpreter for parents if required

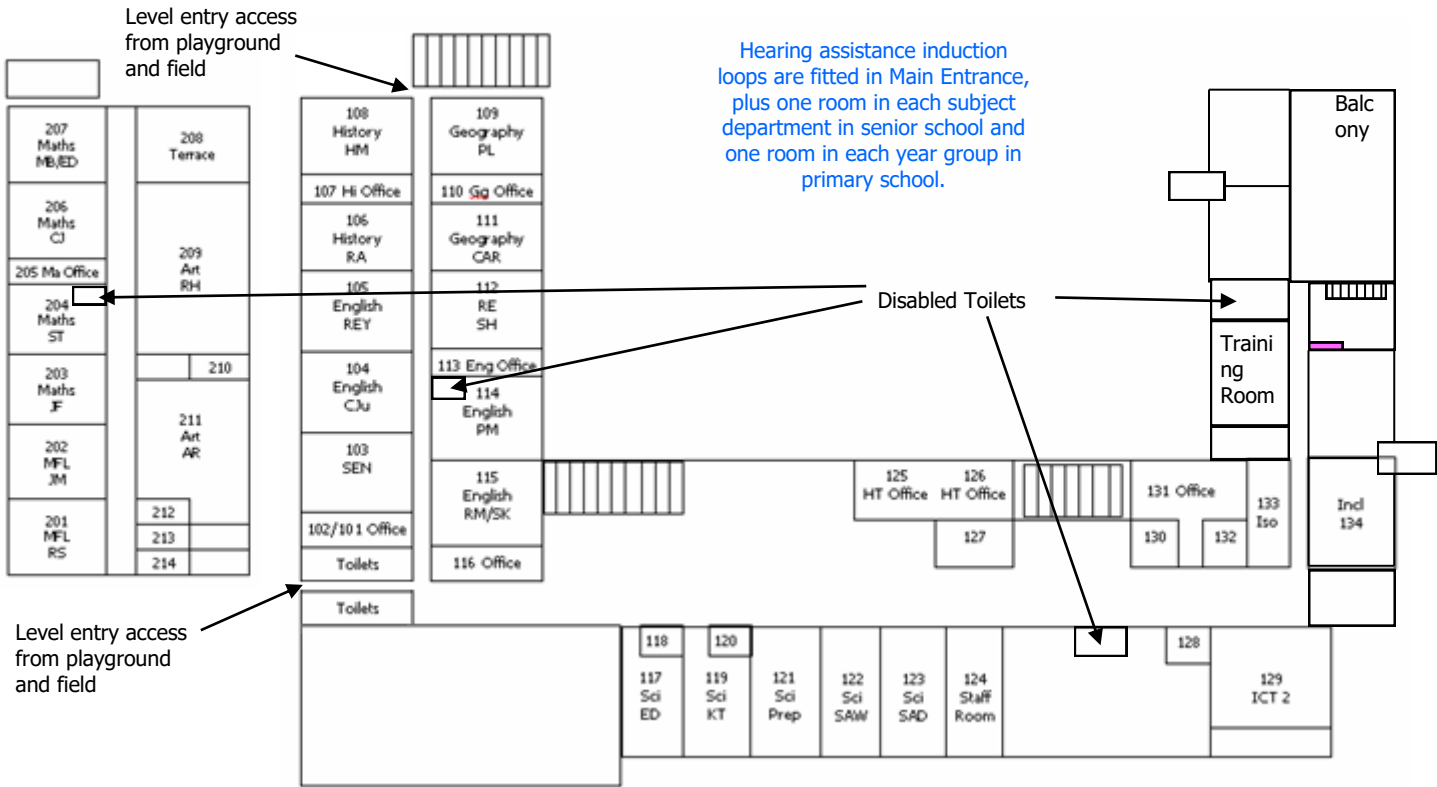
Appendices

- Plan showing the location of the refuges
- Plan showing the location of the rooms with induction loop hearing provision.

School Floor Plan

Second Floor

First Floor



Ground Floor

