

**Currently being revised**  
**Middleton Technology School**



**Disability Equality Scheme and  
Accessibility Plan**

# Middleton Technology School and Sixth Form Centre

This plan covers our:

## Disability Equality Scheme and Accessibility Plan

### 3 year period covered by the plan:

2007-2010 Middleton Technology School and Sixth Form Centre  
(Updated November 2009)

### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) 1995 (revised in 2005) 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 plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Middleton Technology School and Sixth Form Centre, to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. These are:

- 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 the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled;
- To ensure the Health and Safety of all.

This Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This document intends to show how Middleton Technology School and Sixth Form Centre addresses/will address priorities identified in the plan.

### 1A: Vision and Values

Our Mission Statement "In Pursuit of Excellence" is in line with the five outcomes Every Child Matters. Working in strong partnership with other agencies, we at Middleton Technology and Sixth form Centre seek to provide an inclusive, supportive and excellent school community, where all students can achieve their full potential – educationally, socially and emotionally – in a safe, happy and healthy environment, so that they can make a positive contribution to

society and achieve economic well-being. The school has achieved a Rights Respecting School Award Level 1 (UNICEF).

Middleton Technology School is an educationally inclusive school where the teaching and learning achievements, attitudes and well being of every student matters. Our aim is to include all students with special educational needs (SEN) or disabilities have full access to learning and other school experiences/events.

## **Our Values**

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our students. School staff strive to identify and eliminate barriers to learning, whenever possible to promote equality of opportunity throughout the whole school.

The school has worked towards a more inclusive curriculum by:

- Setting suitable learning challenges;
- Responding to students' diverse needs;
- Overcoming whole school and subject specific barriers to learning.

These values underpin our policies for Inclusion, Anti-Bullying and Special Educational Needs. Our Behaviour and Discipline Policy also holds these values. A clear system of rewards, based on our "Gold Card" Award Scheme, Congratulations Cards includes all of our students and encourages good behaviour and respect towards others.

## **Every Child Matters**

We aim to meet the five outcomes of Every Child Matters – to provide all students with the opportunity to Enjoy and Achieve, Be Healthy, Stay Safe, Make a Positive Contribution and Achieve Economic Well-Being.

## **The General Duty**

In order to promote disability equality for disabled students, staff and parents, we aim to reflect the six elements in the DDA's general duty, which are to:

- Promote equality of opportunity between disabled students and other people;
- Eliminate discrimination that is unlawful under the Disability and Discrimination Act;
- Eliminate harassment of disabled people that is related to their disability;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Middleton Technology School and Sixth Form Centre defines disability in line with the current definitions in the DDA. We define disability as:

**“...a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities”**

Definition of terms:

- “physical impairment” includes sensory impairments;
- “mental impairment” includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- “substantial” means more than trivial; and
- “long-term” is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden disabilities such as Dyslexia, Autism, Speech and Language Impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;
- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or vision;
- Memory or ability to concentrate, learn or understand;
- Perception of risk or physical danger.

## **1B: Information from student data and school audit**

The school is informed of students with additional needs who may be wishing to attend the school by the LA, local feeder Primary Co-ordinator, Local Secondary Schools (Sixth Form Entry) and parents. A number of staff at Middleton Technology School meet with parents, the child, teachers and other agency workers to discuss the needs of the student. This enables the school to make any adjustments necessary in time for the student starting at the School or Sixth Form Centre.

Currently, we have one student with Hydrocephalus, one student with Cerebral Palsy, which affects his mobility and one student who has Down’s syndrome. All students listed here have a Statement of Special Educational Needs, IEP and have full time Teaching Assistants assigned to them throughout the week.

### **How our Middleton Technology School and Sixth Form Centre meets the requirements of the DDA and supports those with SEN**

- Areas are clutter free to allow clear movement through and around school.
- Ramps allow wheelchair access into the building and appropriate doors are wheelchair width.
- Signage is clear.

- Braille and audio prompts are used in the Sixth Form Centre.
- A large disabled toilet is in place in the Sixth Form Centre and a disabled toilet in the Main School.
- LA risk assessments are adapted to meet the needs of our students.
- Health and Safety checks and audits are regularly carried out to ensure the safety of all students, staff and others using our building.
- We offer our students excellent pastoral care through Guardian Angels Scheme.
- We have clear procedures for the administration of medicines and have staff who are First Aid trained.
- Attendance is closely monitored by our Learning Mentors and Learning and Progress Co-ordinators.
- Involvement of the LA, parents and outside agencies, through regular meetings, informal discussions, lesson observations and formal reports on SERCO, enable us to better meet the needs of students with an additional need.
- Specialist learning resources have been purchased and are used effectively, eg. Laptops.
- RANS (Rochdale Additional Needs Service) have delivered specialist training to a number of our staff both in and out of school on Dyslexia, Autism, ADHD etc. A Teaching Assistant has attended a course on how to support students with Down's Syndrome in the Secondary School Setting.

### **Currently, how well do SEN students achieve?**

We monitor the progress of our SEN students using the same criteria we use for all students including:

- Test results
- Teacher assessments
- End of Key Stage outcomes
- Involvement and achievements in extra-curricular activities.

All SEN students make progress. Those that make less academic progress than other groups of students are generally those with cognitive and behavioural difficulties. Students with physical impairments are expected and encouraged to participate in the full curriculum including Physical Education and extra-curricular activities including our sports day and other sporting events organised by the School Sports Partnership.

Information to support the achievement of our students with SEN (based on 2009's results)

#### **Middleton Technology School SEN Profile**

On roll: 1043

On SEN register: 145

13.9% of school population classed as SEN

30 Statements

62 School Action Plus

53 School Action

### **Exam results from 2009**

#### **SEN pupil performance:**

**5 A\* - C 46.4% (42.9% UQ Target)**

**1 A\* - C 78.6% (60.7% UQ Target)**

**1 A\* - G 96.4% (75% UQ Target)**

**Statements 5 A\* - C 0 (0 UQ Target)**

**School Action Plus 5 A\* - C 0 (0 UQ Target)**

**School Action 5 A\* - C 48.1% (44.4% UQ Target)**

#### **Achievements:**

The three students with statements achieved positive VA scores of 122, 136 and 326. A male student was predicted a UQ grade F target in Science and achieved Grade B. All but one student identified on the SEN register achieved positive value added. This is attributed to whole school interventions, targeted support from SEN staff, and provision of a curriculum that enables all students to achieve. One student who has a statement has continued to study in our Sixth Form.

## **1C: Views of those consulted during the development of the Accessibility Plan**

At Middleton Technology School and Sixth Form Centre, we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person who is using the facility or accessing the provision. We would encourage people to make their needs known to us so that we can ensure that they do have the full access. All visitors should inform reception of additional needs that need to be accommodated on site.

We have an open door and actively encourage parents to share their views and concerns about school and their children. A recent SEN Inspection (June 2009) demonstrated this. As part of the Senior Leadership Team's inspection, they telephoned parents who have students in school to ask for their views on how effective the school is when addressing the child's needs. 100% of the parents/carers agreed or strongly agreed that the school caters for the needs of children with a range of disabilities. Their views were logged and shared with staff, and taken into account during the development of this plan. Views are also shared at Parents' Evenings, SEN Review Meetings, through School Reports, Newsletters and home/school Planners.

The views of our students were taken into account during the recent inspection through Student Voice interviews conducted by Mrs. Allison Crompton, Headteacher. We also have a Student Council, which meets regularly, where our students have the opportunity to voice their ideas or concerns.

Regular consultation takes place with other agencies, such as LA, RANS, Educational Psychologist, CAMHS. Views are shared and advice sought and taken. Many professionals speak favourably of the work we have done in school to care for and support our SEN students. Again, this was part of the SEN inspection and SLT telephoned various agencies to ask them about their views on our provision.

## **2: The main priorities in the DDA Scheme**

**Ensure disabled students can participate in the school curriculum to achieve their full potential**

**Ensure the health and safety of disabled students is a priority**

We have and will continue to work closely with our disabled students and their parents to ensure all views are heard and are used to help formulate actions and decisions.

We will work proactively to make reasonable adjustments for disabled students as well as for individual students. Through this we promote equality of opportunity for disabled students and aim to secure their participation in every aspect of school life.

## **3: Making It Happen**

### **3a: Management, co-ordination and implementation**

We will ensure that the climate of the school is designed to meet the needs of all SEN students. We will give due consideration to the fact that in order to do this we may at times have to give more favourable treatment on disabled students, eg. Give additional support; provide special facilities at break/lunchtime (Fab4 Club/LSU).

The Governors and staff are aware of the DDA Accessibility Plan and is revised on a regular basis, taking into account the changing needs of students attending (or going to attend) this school.

We will closely address and monitor:

- Additional need and type of student in school and joining
- Effectiveness of differentiation in lessons and on planning
- Attendance of students with additional needs, compared to other groups
- IEP review meetings and Statement reviews
- External agency reports and input
- New government/LA policies
- Feedback from parents
- Feedback from students

The Governors and staff of Middleton Technology School and Sixth Form Centre, are fully aware of and kept up-to-date on SEN legislation, the DDA, ECM, school policies and the School Development Plan.

The SENCO has strong links with many external agencies within Rochdale LA.

### **3B: Getting hold of the Accessibility Plan**

This plan was updated in November 2009 and will be available to anyone on request. It will be in operation until September 2010, when it will be reviewed and revised.

#### **Compiled by:**

**Mrs J Clish**

#### **Approved by:GB**

**Revision Date: 25<sup>th</sup> November 2009**

#### **UNICEF article reference:**

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 23 Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.