

# HUNGERHILL SCHOOL

## Accessibility Plan

### Introduction

This plan is drawn up to implement the Hungerhill School Planning Duty for Disabled access. This planning duty arises from the Disability Discrimination Act 1995 and subsequent amendments. The plan is written in accordance with the DfES guidance publication 'Accessible Schools: Planning to increase access to schools (including examination access) for disabled students'.

### 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Key Objective

To create a rich environment which enables children with a disability to participate fully in the school community by identifying and eliminating barriers that could prevent this from happening.

### Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty:

- to treat children with a disability equally in terms of: - admissions and exclusions, provision of education, examinations and associated services
- to take reasonable steps to ensure that putting children with a disability are not disadvantaged
- to publish an Accessibility Plan

### School Principles

- When performing their duties all staff and governors will have regard to the DfES Code of Practice (2002) and the Equality Act (2010)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- We endeavour to cater for the disabilities of staff and visitors to the school

- Access to Education means making a full school life accessible to children with a disability, including examinations and extracurricular activities and events.
- The school provides all students with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

## Activities

The school will undertake to meet its key objective by developing three key areas:

- 1. Access to the Curriculum and Examinations. The school will:**
  - provide all staff with the necessary information on children with disabilities.
  - undertake to evaluate access to its provision, including examinations, on a regular basis. The school will use this information to differentiate the curriculum and examination to meet student requirements.
  - create a challenging curriculum where suitable learning challenges are set and progress of individuals' achievements can be assessed
  - seek and follow the advice of services such as other schools, the LA, the Government, Examining Bodies and independent bodies to achieve best practice
  - continue to follow and endorse the key principles set down by the JCQ (Joint Council for Qualifications) for all examinations
  - consult with children with disabilities to identify ways of improving access to the curriculum and examinations
  
- 2. Access to the Physical Environment. The school will:**
  - annually audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
  - consider how different impairments have specific requirements and can be best catered for within the school environment
  - consider ways of providing the most suitable aids, examination venues and resources, outside of the child's SEND, or health, provision
  - seek and follow the advice of services such as other schools, the LA, the Government, Examining Bodies and independent bodies to achieve best practice
  - consult with children with disabilities to identify areas which could be improved
  - always ensure it meets the Disability Act by including how to request any assistance when visiting the school
  
- 3. Access to Information. The school will:**
  - audit existing methods of providing information and media utilised, develop these to improve accessibility
  - work with Local Schools, LA, Examining Bodies and local support services to source best materials at an appropriate cost
  - include parents and students in the choice of the most suitable media for children with disabilities

## Linked Policies

The plan will contribute to the review and revision of related school policies:

- School Development Plan
- SEND Policy
- Curriculum Policies
- Race Equality and Cultural Policy
- Exam Policy (Reasonable Adjustments and Special Consideration)

## Publicising the Plan

Copies of this plan will be promoted and made available to existing or prospective parents using the following means:

- School Website
- Application to the school
- Autumn Governors' Meeting

## Evacuation Procedures

We will adapt our evacuation procedure to meet the specific needs of an individual with a disability. Such procedures will be discussed with the student and parents/carers and will be in the student's Special Educational Needs (SEN) file. Students who may find emergency evacuation difficult may have a support assistant in their class. A Personal Emergency Evacuation Plan (PEEP) will be drawn up in consultation with students with additional needs / disabilities.

## Information for parents and students

Parents are routinely involved in reviewing provision for their child. The child will also be consulted in the reviews (see SEND policy). Other print format materials can be made available, such as large font or coloured paper.

If either student or parents have difficulty accessing information normally provided in writing by the school as worksheets, home learning or newsletters then the school will be happy to consider alternative forms of provision.

The following policy documents are relevant to the general issue of accessibility

- Admissions Policy
- SEND Policy
- Race Equality and Cultural Policy
- Exam Policy (Reasonable Adjustments and Special consideration)

## Accessibility Action Plan

| Targets   | Strategies  | How   | Timescale                            | Goals Achieved  |
|---|---|---|--------------------------------------|---|
| Ensure compliance with DDA and Code of Practice                     | <ul style="list-style-type: none"> <li>• Staff and governors informed of requirements and obligations of DDA, and the Accessibility Plan</li> </ul>   | Publicising the Accessibility Plan  | Annually in Summer Term              | School complies with DDA and COP Requirements   |
| Improve and maintain access to the physical environment             | <ul style="list-style-type: none"> <li>• The environment is adapted to the needs of students as required.</li> <li>• This includes:                             <ul style="list-style-type: none"> <li>• Elevator</li> <li>• Ramps</li> <li>• Corridor width in newest blocks</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Maintain the lift in accordance with LOLER regulations</li> <li>• Keep corridors/entrances and fire exits clear of obstructions</li> </ul> | Annually<br><br>As required          | Maintenance and Inspection certificates obtained  |
| Improved awareness of prospective and existing student disabilities | <ul style="list-style-type: none"> <li>• Examine our system</li> <li>• Create a file record that will be available from the Facilities Manager</li> </ul>   | Primary school liaison. Stakeholder and parents Liaison with outside agencies   | Annual monitoring and review meeting | School able to best target / plan resources<br><br>Comprehensive file held with Facilities manager. |
| Improve awareness of prospective children with disabilities         | <ul style="list-style-type: none"> <li>• SENCO to liaise with key staff following Yr6 Open Evening to ensure as far as possible identification of all potential Yr7 children with disabilities.</li> </ul>  | Audit with Site Manager   | Summer Term "July"                   | School able to best target/plan resources   |

|  |   |   |                            |   |
|--|---|---|----------------------------|---|
|  | <ul style="list-style-type: none"> <li>• SENCO to liaise with SENSOs and Exams Officer and Site Manager to make them aware of special needs</li> </ul>  |   |                            |   |
| Improve staff and Governors' understanding and skills for dealing with children with disabilities  | <ul style="list-style-type: none"> <li>• Information sessions in awareness of different disabilities</li> <li>• Open discussion</li> </ul>  | Staff Meetings<br>Training for new staff and teachers who are teaching children with a disability for the first time<br>Governors Meeting<br>SEND also have an electronic copy which is available on shared drive | Ongoing<br><br>Autumn Term | Wider knowledge   |
| Outside agencies liaise with key staff re disabilities   | <ul style="list-style-type: none"> <li>• Specialist Consultants</li> <li>• e.g. SPED team</li> <li>• Sign language training</li> <li>• Deaf awareness training</li> <li>• Epilepsy awareness and training</li> <li>• Autism training</li> </ul>                                       | Ongoing liaison<br>Internal courses<br>External courses   | Ongoing                    | School staff competent in dealing with these students   |
| Staff are familiar with technology and practices developed to assist people with disabilities  | <ul style="list-style-type: none"> <li>• External agencies raise staff awareness</li> </ul>   | Staff training  | Ongoing                    | Wider knowledge   |
| To continue to provide a range and availability of resources as required   | <ul style="list-style-type: none"> <li>• Recognised and advised by specialists</li> </ul>   | Purchasing decisions  | Ongoing as required        | A range of resources are available to school  |
| To continue to make students aware of children in disability issues  | <ul style="list-style-type: none"> <li>• SENCO to meet with students and specialist teachers</li> </ul>   | Individual meetings<br>Student council<br>PSHE lessons<br>Assemblies  | Ongoing                    | Children with a disability feel more secure within school                                       |
| Disabilities are considered when planning the school budget  | <ul style="list-style-type: none"> <li>• Discussions with Facilities Manager and SENCO, to identify requirements</li> </ul>   | Head Teacher and Finance Committee made aware of priorities.  | Ongoing                    | Plan available which shows priorities for major and minor works, costed and included in the SIP |
| School is aware of parents' with disabilities  | <ul style="list-style-type: none"> <li>• Form is sent to parents at the beginning of school year asking if they have any disabilities or special requirements</li> </ul>  | <ul style="list-style-type: none"> <li>• Staff meetings</li> <li>• HOD and achievement leaders informed</li> <li>• Notes kept on computer records for students</li> </ul>   | Ongoing                    | Communication with parents is improved  |
| As long as medium and long term plans are being developed disability dimension will always be considered                                     | <ul style="list-style-type: none"> <li>• Staff consider disabilities when developing new curriculum units</li> </ul>  | <ul style="list-style-type: none"> <li>• Long and medium term plans</li> <li>• Awareness through staff meeting</li> </ul>   | As developed               | Barriers to learning and participation are removed  |
| Non-discriminatory policy of recruitment and employment exists   | <ul style="list-style-type: none"> <li>• Senior Management and Governors made aware of different disabilities and how to support</li> </ul>   | Training sessions e.g.:<br>Safer Recruitment  | Ongoing                    |   |
| Information is presented to groups in a way which is user friendly for people with disabilities – for children and parents with disabilities | <ul style="list-style-type: none"> <li>• Staff are made aware of different ways of presenting information</li> <li>• ICT facilities are used to produce written information in different formats</li> <li>• Copies of presentations and information from parents' evenings</li> </ul> | <ul style="list-style-type: none"> <li>• Staff Awareness</li> <li>• SENCO to contact Staff</li> </ul>   | Ongoing                    | Barriers are removed  |

## Accessibility Plan

|   | are available in various formats  |  |  |  |
|---|---|--|--|--|
| SENCO and Facilities Manager to liaise with specialist to share best practice                             | <ul style="list-style-type: none"> <li>• SENCO network meeting where appropriate including pyramid meeting</li> </ul>   | <ul style="list-style-type: none"> <li>• Meeting with outside agencies</li> <li>• Pyramid Meeting</li> <li>• SENCO network meeting</li> <li>• Staff Meetings</li> <li>• Governors Meeting</li> <li>• Meeting with Exams Officer</li> </ul>                               | Ongoing                                  | Up to date Guidance and Advice                       |
| To continue to improve visual co-ordination of school   | <ul style="list-style-type: none"> <li>• Colour co-ordinate resources, areas, signage, timetables, exam papers etc.</li> <li>• Improve décor and signage around school</li> <li>• Check that menu in dining hall is able to be seen by VI students</li> </ul> | <ul style="list-style-type: none"> <li>• Consultation between SENCO and Facilities Manager</li> <li>• Consultation with specialists from LA e.g. from LA</li> <li>• Purchasing decisions</li> <li>• Staff meetings</li> <li>• Literature</li> <li>• Promotion</li> </ul> | Review Annually at Accessibility meeting | Navigation around school and resources are improved. |
| To continue to be aware of accessibility issues within our school, using the Accessibility Audit document | <ul style="list-style-type: none"> <li>• To have a clear outlined working document to refer to</li> </ul>   | <ul style="list-style-type: none"> <li>• Discuss in meetings</li> <li>• Keep updated</li> </ul>  | Every accessibility meeting              | Have a document that can be referred to and updated  |