

Hungerhill School: Accessibility Policy



Responsible Committee/Individual	Headteacher
Author	Director of Operations and Compliance/Site Manager
Target Audience	All Stakeholders
Date Policy Agreed	Summer 2023
Review Date	Summer 2024



ACCESSIBILITY PLAN

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. Hungerhill School aims to treat all its students fairly and with respect.

Our plan, over time, aims to increase access to all areas of school life for students with disabilities.

The purpose of the Accessibility Plan is to:

- Increase the extent to which disabled students can participate in the curriculum – this is whole-school level, not just teaching and learning but after-hours clubs, leisure and sporting activities and school visits
- Improve the physical environment to increase the extent to which disabled students can take advantage of education and associated services
- Improve the delivery of information to disabled students which is provided to students who are not disabled - taking into account views of students and parents

Information about the school's Accessibility Plan is published on our website, and paper copies are available on request. There is an overlap with the school's Special Educational Needs Policy and this plan. Special educational provision is something additional to or otherwise different from normal provision. The Accessibility Plan goes beyond SEND. Its aim is to increase Inclusion.

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

There are two parts to the disability provisions set out in the Equality Act 2010. The 'discrimination' part requires schools to take **reasonable** steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments are likely to be found in good practice. The second part, the planning, looks to **improve** access over time.

The aim is to achieve steady planned progress, not to rebuild, re-equip or re-organise the school.

Once the Plan has been published the school has a duty to implement it and allocate adequate resources to it. The Headteacher will make clear recommendations to the Governing Body about the key school priorities to improve accessibility. The Governing Body will ensure sufficient resource is allocated to the plan and that the school fulfils its legal objectives.



Definitions of Disability

The definition of disability under the Act is:

'A physical or mental impairment that has a substantial, long-term, adverse affect on day-to-day activities'.

'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some, but not all, of the children will have special educational needs.

The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time.

These are:

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

10% of children nationally have some degree of dyslexia

10% of children nationally have some degree of speech and language difficulty

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

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



How does the accessibility plan fit with our other plans?

The plan is included in many aspects of most school policies and plans, for example the School Improvement Plan, the Asset Management Plan, Training Plans, SEND plans etc.

The school will continually consider the following:

'How might our plans impact on students with disabilities so we can prevent discrimination?'

To support this process the school will:

- Carry out regular audits to identify what is in place and where the gaps are
- Identify some actions to be taken and write/update the school accessibility plan
- Set some targets for improvement
- Consult staff, parents/carers and students
- Publicise the improvements being made
- Implement actions and evaluate the impact on accessibility

Aids and equipment

The school is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. These are intended to come through the SEND framework either through a child's EHCP. Accessibility Plans will include consideration of equipment to increase access to all aspects of school life.

Activities

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

Access to the Curriculum and Examinations. The school will:

- Provide all staff with the necessary information on children with SEND.
- Undertake to evaluate access to the curriculum, including examinations, on a regular basis.
- 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 for children with disabilities on how to best identify ways of improving access to the curriculum and examinations
- Conduct an audit of Inclusive Quality First Teaching and SEND support to assess if students have access to effective teaching strategies and appropriate resources
- Provide INSET to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching



strategies etc

- Ensure teachers use differentiation in their planning and lesson delivery
- Ensure the SENCO works closely with Curriculum Leaders and teachers to ensure that all lessons are accessible to all students

Differentiation of resources. The school will:

- Ensure each subject area utilises resources tailored to individual needs including personalised tasks and strategies for differentiation appropriate to each curriculum area or alternative teaching strategies which will support student progress and access to learning.
- Enlarge text when appropriate making it easy for all students to read
- Provide INSET to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons
- Liaise with specialists and provide expert advice to teachers on how to meet the needs of all children with specific learning difficulties
- Provide additional resources to support writing such as laptops, or recommended software to support students who struggle to write legibly due to poor motor skills

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
- 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
- Ensure TAs are trained to support mobility needs directly around the school
- Ensure that external specialists visit regularly to monitor and assess students' needs and provide advice

Entry/Exit to and from the school. The school will:

- Ensure both car parks have disabled parking spaces available and are correctly marked
- Ensure all buildings are accessible without having to climb any steps
- Erect security fencing to secure the school compound. All gates will be locked except for access
- Ensure all staff, students, contractors and visitors sign in / out at reception
- Ensure all external lighting continues to be upgraded with LED floodlights and that there is a rolling programme to improve the quality of lighting
- Ensure all steps have yellow safety markings applied
- Ensure chevron safety lines are applied externally in car parks



Toilets and First Aid Provision. The school will:

- Ensure disabled toilet facilities are available on the ground floor in all blocks, and if they are not the school will ensure this is part of all future plans
- Ensure fully qualified First Aiders are available during school hours. A First Aid room is located on the ground floor of the main block. Wheelchair provision is available as required
- Ensure a fully serviceable lift is available for use in the main block under strict control of the site / reception staff
- Ensure defibrillators are located in reception and externally adjacent to the sports pitches on the rear wall of the fitness suite
- Ensure that staff showers are available in the sports block only
- ensure hand washing facilities are provided in all toilets, staff room, kitchens and cleaning service room

Dining Provision

The school will:

- Ensure disabled dining users have access to the main dining areas and picnic area
- Ensure provision is provided to enable students with a disability to gain early / late access and have a carer to escort them to purchase / collect meals for them

Attendance Provision

The school will make reasonable adjustments to attendance targets for those students who are classed as disabled, as stated under Section 20 of the Equality Act 2010. The school will work with parents to identify an attendance target which is aspiration yet achievable and does not disadvantage the student in comparison to their peers.

Access to Information. The school will:

- Audit existing methods of providing information and media utilised and 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

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
- Local Governing Board Governors' Meeting



Evacuation Procedures

We will adapt our evacuation procedures 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 (SEND) 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 where appropriate, (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
- Equality and Diversity
- Exam Policy (Reasonable Adjustments and Special consideration)

Monitoring

This document will be reviewed regularly to assess its implementation and effectiveness. It will be approved by the full Governing Body.



Accessibility Action Plan

Targets	Actions	Strategy	Timescale	Goals Achieved
Improve awareness of children with disabilities and prospective disabilities	<ul style="list-style-type: none"> • SENCO to liaise with key staff following Year 6 Open Evening to ensure as far as possible identification of all potential Year 7 children with disabilities. • SENCO to liaise with SENSO and Exams Officer and Site Manager to make them aware of special needs 	<p>SENCO audit with Site Manager</p> <p>Develop a MAT-wide approach to supporting children with disabilities</p>	Ongoing	<p>The Brighter Futures Learning Partnership MAT develops a cross-phase strategy</p> <p>Raised staff awareness and confidence in strategies for differentiation</p>
Improve staff and Governors' understanding and skills for dealing with children with disabilities	<ul style="list-style-type: none"> • Subject reviews focussing on SEND • Information sessions on awareness of different disabilities • Open discussion • Headteacher Report • Governor Training 	<p>Staff Meetings</p> <p>Training for new staff and teachers who are teaching children with a disability for the first time</p> <p>Governors Meeting</p> <p>SEND meetings to share regular SEND strategy updates</p>	Ongoing	Staff and governors have a deep understanding of how to support children with disabilities
Outside agencies liaise with key staff re disabilities	<ul style="list-style-type: none"> • Specialist Consultants e.g. SPED team • Sign language training • Deaf awareness training 	<p>Ongoing liaison</p> <p>Internal courses</p> <p>External courses</p>	Ongoing	School staff competent in dealing with these students



	<ul style="list-style-type: none"> Epilepsy awareness and training Autism training 			
Continue to make students aware of children with disability issues	<ul style="list-style-type: none"> SENCO to meet with students and specialist teachers 	Individual meetings Student council PSHE lessons Assemblies	Ongoing	Children with a disability feel more secure within school
School is aware of parents with disabilities	<ul style="list-style-type: none"> Form is sent to parents at the beginning of school year asking if they have any disabilities or special requirements 	<ul style="list-style-type: none"> Staff meetings Curriculum Leader and Achievement Leaders informed Notes kept on computer records for students 	Ongoing	Communication with parents is improved

Site Plan				
Target	Strategies	Responsible Person	Date to Complete	Goal Achieved
Evacuation Chair training for key personnel	Staff awaiting training on the evacuation chairs	I Audsley	Summer Term	Key staff are confident with the use of the Evacuation Chair
Fire escape clearly marked	Steps on the gym fire escape to be painted yellow	I Audsley	Ongoing	Fire escapes are clearly marked
Defective lighting lamps to be replaced with LED lighting	When non-LED lighting becomes defective across the school it will be replaced with LED	I Audsley	Ongoing	Lighting supports effective and safe movement around school
Ensure décor and signage is clear for students with disabilities e.g. visual impairment, autism or epilepsy	Take appropriate advice on new signage to be used in building	I Audsley	Ongoing	Décor and signage supports students, staff and visitors with disabilities

