

Approved by Governors: \_\_\_\_\_ July 2017

Chair of Governors signature: \_\_\_\_\_

## Accessibility plan for disabled students:

Thomas Hepburn Community Academy strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

**We aim to uphold UNICEF Convention on the Rights of Children Article 23 (A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with a disability).**

***The definition of disability is:***

***A person suffers a disability 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 carry out normal day-to-day activities***

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

**We recognise:**

Our duty under the Disability Discrimination Act (95) as amended by the SENDA (2001)

It is unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services

Schools and LAs must:

- not treat disabled pupils less favourably; and
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the reasonable adjustment duty) that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.



### **Scope of the Plan**

This plan covers all three main strands of the planning duty:

- 1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include handrails, lifts, widened doorways, adapted toilets and washing facilities and blinds.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN/ EHCP but the school might as a general measure provide blinds and adjustable lighting through the planning duty.
- 2. Increase the extent to which disabled pupils can participate in schools curriculums.**

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs any may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.
- 3. Improving the delivery of information to pupils with disabilities**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils such as handouts, timetables, textbooks, information about school events available to disabled pupils. This will include alternative formats such as Braille and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils and parents preferred formats.



<b>Improving Physical Access</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<p>Access: To be aware of the access needs of all students/children, staff, governors and parents/carers</p> <p>Ensure all staff &amp; governors and other volunteers / visitors to the academy are aware of access issues</p>	<p>Gather data around access needs at the point when a child begins at the academy</p> <p>Create access plans for individuals as required Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include the accessibility plan as part of induction</p>	<p>Annually or as required</p> <p>September (annually)</p> <p>As required</p>		<p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
Ensure everyone has access	Ensure that nothing is preventing access for all	Daily check to ensure the entrance area is clear of obstructions	Site Team Reception	All visitors feel welcome and safe.
Maintain safe access for all	Check exterior lighting is working on a regular basis	Ongoing checks – 3 monthly	Site Team	Everyone feels safe and can gain access safely into the school grounds
Exits: Ensure all disabled or impaired people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils.	As required	Operations Manager	All students and staff working with them are safe
Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.	Ensure staff are fully trained and aware of their duties.	Daily	Site Manager Fire Marshals	All personnel and students have safe independent exits from academy
Ensure that the building remains fully accessible and compliant in line with the Equality Act	Ensure that any building or maintenance works ensure full compliance with the Equality Act in relation to access e.g. ramps, visual alarms etc	As works are undertaken	Operations Manager Site Team	That the building is fully accessible and easily travelled by all staff, students, parents/carers, visitors



<b>Improve access to Information</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Assistant Principal	Compliant website
To improve awareness of alternative formats for sharing information	<p>Using a variety of formats for communication, including text, email, student-post.</p> <p>Ensure all parents/carers are aware that the academy can provide communication in large text, via Ongoing All parents/carers become aware of alternatives available and how these can be accessed telephone/meetings to meet needs. Signed interpreter available at all parental consultations. EAL interpreter available at all parental consultations</p> <p>Check that correspondence sent home is accessible in relation to reading ability language etc.</p>	Ongoing		All parents/carers become aware of alternatives available and how these can be accessed
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	Director of Inclusion	Parents/carers have choices about how they are communicated with and how they provide their points of view.



<b>Improve access to the Curriculum</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties Ensure all staff have access to the inclusion data of students for who they teach to ensure they can As required in response to student need All staff All students access fully the curriculum provided Structured conversations as appropriate with parents/carers. plan and deliver to meet their needs	As required in response to student need	All staff	All students access fully the curriculum provided Structured conversations as appropriate with parents/carers
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with SALT	As required in response to student need	Director of Inclusion All staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, use of hearing loops. TA support as required. Support from HINT team	As required in response to student need	Director of Inclusion All Staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Students have access to seeing the board, glasses worn. Modified print. Access to LINT team. Coloured overlays. Coloured paper if necessary. PowerPoint background muted colour	As required in response to student need	Director of Inclusion All staff	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support	Support in P.E. Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for	As Required	Director of Inclusion	Students are able to access all activities.



children with impaired mobility including wheelchair users.	wheelchair use, ramps as required. Walking rule in academy. Supervised access to lifts. Early exit from classes. Direct access to TA support as required Children are able to access all activities. server at lunch time, Regular visits from Physio/OT as required			
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties	Layout of classroom, time out, clear targets, clear behavioural expectations.	As required in response to student need	Behaviour Lead Teaching and learning team	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Accessibility of medication. Awareness of staff when planning DT, PE, Science activities.	Awareness for the subject specific lessons and PE	Director of Inclusion Safeguarding Lead	Students able to access the activities.
Necessary provision is in place to allow all students to access extra-curricular opportunities	Pre preparation meetings with parents and carers to make all necessary additional arrangements such as transport, knowledge of the local area etc.	As required in response to student need		All students access fully the curriculum provided
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through DATA and Assessments. Provide appropriate interventions.	Weekly	Director of Inclusion Teaching and Learning team	Enhanced student progress shown
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	Exams Officer Director of Inclusion	All students can fully access all exams and statutory assessments