



HEATHER FIELD ACCESSIBILITY PLAN

REVIEWED – 3RD MAY 24
RATIFIED 7TH MAY 24

REGULATIONS

PART 3: Welfare, Health and safety.

TO BE READ IN CONJUNCTION WITH:

Equalities Policy

Accessibility and DDA 3 Year Plan

1. Introduction and aims:

We believe in providing every opportunity to develop children's, young people and adults full potential. All our children, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of life and the environment for children and prospective children, staff, parents/carers and visitors with a disability.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

It must be noted that should a pupil with limited mobility be referred to the school, a multi-agency risk assessment would need to be completed prior to admission.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

In this scheme we will outline how we can promote disability equality for all disabled children, staff, parents/carers advisors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

2. Background:

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

It is our duty to make sure that:

- ✓ We do not treat disabled pupils less favourably for a reason related to their disability;
- ✓ We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- ✓ We do not discriminate against anyone as explained in the DDA, 1995
- ✓ We do not allow any form of harassment of people with a disability
- ✓ We will promote positive attitudes towards anyone living with a disability
- ✓ We will remove barriers which may discourage disabled people from playing a full part in the life at the Hopedale Group
- ✓ We will encourage full participation by everyone in our activities

Our accessibility action plan is resourced, implemented, reviewed and revised annually. Attached is a set of action points showing how the Hopedale Group will address the priorities identified in the plan.

3. Definitions of disability:

A person has a disability if he/she has a physical or mental impairment that is:

- ✓ **Substantial**
- ✓ **Long-term and**
- ✓ **Has an adverse effect on his/her ability to carry out normal every day activities**

A fuller set of definitions can be found in Appendix A

4. Principles:

- ✓ **Compliance with the above-mentioned legislation is consistent with the Hopedale Group's aims, Equalities Policy and the operation of the school's Special Educational Needs (SEN) Policy.**
- ✓ **We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil's impairment**
- ✓ **When recruiting staff disabled people will not be discriminated against**
- ✓ **We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation.**
- ✓ **We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:**
 - **setting suitable learning challenges**
 - **responding to pupils' diverse learning needs**
 - **overcoming potential barriers to learning and assessment for individuals and groups of pupils**
 - **by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities**

5. Purpose and direction of the school's plan:

The Schools' Disability Equality Scheme (DES) and Accessibility Action Plan (AAP) aim to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

6. Information from pupil data and school audit:

Information about the needs of disabled people will be gathered through:

- ✓ Pupil admission information
- ✓ Parental questionnaire
- ✓ Admissions data
- ✓ SEN reviews/statements
- ✓ Recruitment process
- ✓ Discussion with relevant medical professionals and other outside support agencies
- ✓ Care Plans
- ✓ Placement Plans

Achievements of disabled people will be gathered through:

- ✓ Data analysis (progress made and value added scores)
- ✓ Records of achievement
- ✓ Celebration assemblies, certificates, letters home, etc.

7. The main priorities in the plan:

- ✓ **Increasing the extent to which disabled pupils, young people and adults can participate in the school curriculum**
- ✓ **Improving the physical environment of the school to increase the extent to which disabled pupils, young people and adults can take advantage of education and wider life of school including trips and clubs**
- ✓ **Improve the accessibility of written information to disabled pupils, young people and adults**

Making reasonable adjustments

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the building and grounds:

- ✓ Structured and supportive playtime and lunchtime activities such playground buddies
- ✓ Ensuring all adjustments to current buildings are DDA compliant
- ✓ Denote hazards for the visually impaired
- ✓ Flexibility of seating arrangements to suit need

(b) learning and teaching:

- ✓ We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly
- ✓ Academic progress is monitored and 'value added' considered
- ✓ Additional support (small group or 1:1) will be provided where possible
- ✓ Individual targets and IEPs ensure aptness of teaching and learning strategies
- ✓ Targets will be monitored regularly
- ✓ Targets and progress towards them will be reported to parents regularly
- ✓ Using B'Squared, we are able to track and analyse the achievement of all our pupils
- ✓ Review of policies in school is ongoing, including updates to the Preventing Bullying and PSHE & Citizenship policies

(c) communication methods

- ✓ Use of interactive technology
- ✓ Use of ICT resources by pupils
- ✓ Visual timetables for all pupils
- ✓ Newsletters to parents/carers
- ✓ Diary and news pages on the school website
- ✓ Informal discussions with parents/carers
- ✓ Telephone messages and conversations with parents/carers
- ✓ Most information is available electronically and can be converted to other appropriate formats

The effectiveness of these adjustments will be monitored regularly and the opinions of our school advisors canvassed. Feedback will come from:

- ✓ Pupil interviews
- ✓ School Council
- ✓ Parental questionnaires
- ✓ Staff opinions (teaching and non-teaching)
- ✓ School Advisors
- ✓ Other visitors and users of the school
- ✓ Outside Agencies

Monitoring and Impact Assessments

The Hopedale Group will review the Action Plan annually during the summer term. We will measure the impact of any changes or initiatives on the quality of School life in its widest sense for those pupils on our disability register.

This will be done through the following initiatives designed to increase awareness of, and positive attitudes towards, disability:

- ✓ Pupils interviews
- ✓ Increasing staff awareness
- ✓ Parental questionnaires
- ✓ Analysis of assessment data

The action plan will be evaluated and updated annually.

Formal review of the scheme will take place after three years

- ✓ The impact of all policies and practices on disability equality will be assessed at the time of review with the School Advisors and a review group which will include pupils with a disability.
- ✓ The Hopedale Group will report on the scheme annually

- ✓ The scheme will be reviewed and revised as necessary (and on a three-year cycle)

Getting hold of the plan

- ✓ **The scheme will be available on the website and hard copies produced on request at the office.**

Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability are collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Head of school in confidence.

Disability information will be audited according to type:

Type of Disability	Including	Comments
Physical impairment	Mobility difficulties, limb malformation, missing limb	
Sensory impairment	Sight and hearing impairment	Sight problems corrected with glasses or lenses do not qualify
Learning Difficulty, including Specific Learning Difficulty	Dyslexia, dyscalculia and dyspraxia	
Medical condition	Diabetes, arthritis, cancer, depression and many other conditions which require long term treatment	
Social, emotional and behavioural difficulties	Behaviour and emotional differences which impact on daily life such as ADHD, ASD and Obsessive Compulsive Disorder	
Speech and language	Development delay or physical difficulties leading to additional Speech and Language needs	

ACTION PLAN FOR DISABILITY EQUALITY SCHEME
January 2023 – January 2026

	Activity/resources	Responsible	Timescale	Outcome
Collecting views to inform scheme	Collect views of Children on disability register through pupil interviews	Head Teachers, Heads of schools and Deputies	By December 2023	All pupil views are gathered through school council, home visits and surveys.
	Send out/collect in questionnaires to parents/carers/Social Worker	CS, RJ, KB	By December 2023	Surveys have been sent out to all parties.
	Revise new admissions pack to include questions for parents of children with disability	KB	By June 2023	Ongoing
	Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents/carers	CS, RJ, KB	By December 2023	All children have a weekly phone call that explains any information sent out and provides an opportunity for parents to discuss any concerns they may have. All parents are able to read and understand letters and information which is presented in a jargon free and clear manner.
	Consideration of collected stakeholders' views	Head Teachers, Heads of schools and Deputies	By July 2023	Ongoing
Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	CS, AM (H&S advisor)	By Jan 2024	Achieved
	Consider as part of the audit the provision of ramps, stair lifts and the provision of furniture and apparatus to improve access.	SJC, LG, CS, AM (H&S advisor)	September 2023 – September 2024	
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the budget. (Further actions to be developed following audit).	SJC, LG, CS, AM (H&S advisor)	June 2023 – June 2024	Ongoing

Policies and initiatives	Activity	Responsible	Timescale	Outcome
	Behaviour Policy Review	SD	May 2023	Achieved
	Include information and key documents on website	CS	December 2023	Achieved
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	CS LG SJC	December 2024	
	Include aspects of Disability Equality in Curriculum	All Staff	December 2024	Disability is the diversity focus of the summer term 2021 & 23
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing, beginning September 2023	Disability is the diversity focus of the summer term 2021 & 23
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	AM (H&S Advisor) CS	Summer Term, 2024	
	Review of other linked policies: SEN, Health and Safety, Equality and Diversity, Preventing bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Write impact statements	All staff	Ongoing	

Using Data to develop	Activity	Responsible	Timescale	Outcome
	Devise Disability Register. (Pupils and staff)	CS	September 2023	Achieved
	Create class file with basic medical information for visiting/supply teachers (in Registers). Passed on and discussed with new teacher at the beginning of a new school year.	Heads and Deputies	December 2023	Achieved

Access to information and curriculum	Activity	Responsible	Timescale	Outcome
	Share good practice relating to disability issues and data	All staff	Ongoing	
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	Heads and Deputies	Termly, from Jan 2024	Achieved
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	All Staff	Needs Led	N/A
	Audit of staff training needs eg dyslexia awareness, Supporting communication (SALT)	CS	December 2023	
	Provide alternative methods of communication for Children, Parents/carers and visitors with English as an additional Language.	CS	Ongoing	
	Provide supported communication through the use of Makaton or BSL	LG	Ongoing	
	Increase access to the curriculum for pupils with a disability	All Staff	Current example of good practice	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.
Improve and maintain access to the physical environment	All Staff	Current example of good practice	The environment is adapted to the needs of pupils as required as far as is practicable. This includes: <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets 	

	Improve the delivery of information to pupils with a disability	All Staff	Current example of good practice	Our school uses a range of communication methods (as required) to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops Pictorial or symbolic representations
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Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Proprietor

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality and Diversity Policy
- Special educational needs (SEN) Policy
- Medical conditions policy