

# School Accessibility Plan

Policy amended by:	S Hearle	November 2018
Consultation by:	SLT	November 2018
Reviewed and recommended by:	Resources Committee	November 2018
Approved by:	Full Governing Body	November 2018
To be Reviewed by:	3 Yearly	November 2021

## **Introduction**

**Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.**

**The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At The Henry Beaufort School the Plan will form part of the Welfare Committee, and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.**

**The School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with students, parents, staff and governors of the school. Other, outside agencies and specialists can also be consulted. The document can be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.**

**The Accessibility Plan is structured to complement and support the school’s Equality Plan and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (particularly, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.**

**The Henry Beaufort School is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.**

## **Definition of Disability**

**According to the Equality Act 2010 a person has a disability if:**

- (a) He or she has a physical or mental impairment, and**
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.**

## **Rationale**

**This policy sets out the principles to reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for students, and prospective students, with a disability.**

## Principles

The School Accessibility Plan shows how access is continuing to be improved for Students with a disability, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers reasonable improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Single Equality Plan
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into

subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Welfare Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **Aims and Objectives**

**Our Aims are:**

- Increase access to the curriculum for students with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to students,

**Our objectives are detailed in the Action Plan below**

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Students with a disability participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges for example: lunch and break times for students with social/interaction impairments, after-school clubs for students with physical impairments, school trips for students with medical needs; There are parts of the school to which Students with a disability have limited or no access.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments

of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

## **Information**

Different forms of communication are made available to enable all students with a disability need to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for students with a disability, parents and staff. The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

## **Access Audit**

The school has 11 buildings

The school buildings are spread across four levels, access between each level is through steps or ramps.

1. OLC single story with wheel chair access and accessible toilet facilities
2. T Block – 4 storey (no lift) with wheel chair access to ground floor
3. Moscow Block– two storey (no lift) with wheel chair access to ground floor via the side entrance
4. Rome Block single storey wheel chair access on request by temporary ramp
5. Winchester Block single storey with wheel chair access
6. Warsaw Block -2 storey (no lift) with wheel chair access to ground floor
7. Prague Block– split level building with wheel chair access to both levels (from the outside only) and accessible toilets
8. G Block single storey with wheel chair access
9. Sports hall – 2 storey with wheel chair access to lower level only
10. Community building single storey with wheel chair access and accessible toilet
11. BAC 2 storey with wheel chair access, lift and accessible toilets (no evacuation chair)

On-site car parking for staff and visitors includes two dedicated parking bays for community users (after school hours) in the bottom car park and one each in the bottom and top car park for use during the school day. Contact details are displayed at the bays in case of need. The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users in the BAC (see action plan).

The school recognises its duty under the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Act 2001

- Not to discriminate against Students with a disability in their admissions and exclusions, and provision of education and associated services
- Not to treat Students with a disability less favourably
- To take reasonable steps to avoid putting Students with a disability at a substantial disadvantage
- To publish an Accessibility Plan

**In performing their duties, governors and staff will have regard to the Disability Rights Code of Practice (2002); The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality; The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:**

- **setting suitable learning challenges**
- **responding to students' diverse learning needs**
- **overcoming potential barriers to learning and assessment for individuals and groups of students**

#### **Action Plan**

**See attached (Appendix 1)**

#### **Linked Policies**

**This Plan will contribute to the review and revision of related school policies, e.g.**

- **School improvement plan**
- **SEND policy**
- **Single Equality Plan**
- **Curriculum policies.**
- **Health and Safety policy**



## Appendix 1

### Aim 1. To increase the extent to which students with a disability can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students and prospective students with a disability

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	To establish close liaison with parents	Collaboration and sharing between school and families	Ongoing	Head Teacher All Teachers	Clear collaborative working approach
	Support students with medical needs to establish close liaison with external agencies with responsibility for students with additional health needs	Collaboration between all key personnel	Ongoing	All Teachers Tutors Welfare and Attendance officer External Agencies Senior leader with responsibility for Pastoral support	Clear collaborative working approach

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Medium Term</b>	Review attainment of all students identified as SEND and/or attending HIU	Use of specialist advisory teachers; CPD for staff and- <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternative pathways</li> <li>• Suitably trained LSA's</li> <li>• Specific equipment sourced through Occupational Therapy</li> </ul>	Ongoing	SENDCO HIU Manager Senior Leader with responsibility for SEND Senior Leader with responsibility for HIU	Advice sought and taken, strategies evident in classroom practice. All children supported and accessing the curriculum
	Monitor attainment of Able, Gifted and Talented students	Class teacher meetings and communications with parents through reports and parents evenings. Regular data drops discussed at SLT link meetings with staff	Ongoing	Class teachers SLT HIU Manager Curriculum Committee	Progress made

**Aim 2. To improve the physical environment of the school to remove barriers and increase the extent to which students, staff, parents and other stakeholders with a disability can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>Short Term</b>	To improve the physical access to the school	The school will take account of the needs of students, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises in accordance with Hampshire County Council and DDA guidelines.	Ongoing	Head Teacher Bursar Senior Site Manager	Enabling needs met where possible
	Support students, staff and visitors with medical needs are able to access the site and get involved in school activities including regular communications and delivery of information	Appropriate confidential questionnaires are sent to prospective parents, students and staff at key times (admissions, recruitment, events) to enable staff to support stakeholders with their access needs.  Information is regularly reviewed and updated through staff line management meetings,	Ongoing  Reviewed regularly	SIMS manager HR officer SENDCO Line managers HoD Tutors HoY Admin support for events and activities	Enabling needs met where possible.  To ensure that members of the school community with accessibility needs do not feel discriminated against when attending the school

		<p>parents/teacher meetings etc.</p> <p>Clear communication between staff relating to students with severe health needs and physical impairments (with photograph of the child for identification) Information to be displayed in the staff room</p> <p>Referrals to Occupational health/external advisory services are made as appropriate.</p> <p>Utilise hearing loop and arrange interpreter for meetings and interviews where a member of the school community has a hearing impairment.</p> <p>Offer documentation in alternative formats including availability of books in the school library.</p> <p>Accessible parking spaces to be clearly marked and available for all with a</p>		<p>Welfare and Attendance officer</p> <p>External Agencies</p> <p>Site team</p> <p>Senior leader with responsibility for HIU</p> <p>Senior leader with responsibility for Pastoral support</p> <p>LRC manager</p>	
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		disability to use when required			
	Ensure driveway, roads, paths and steps around school are safe and to restrict access where necessary.	Regular, daily, visual inspections Effective reporting of issues and incidents Termly health and safety inspections	Ongoing, regularly reviewed	Site Manager/team All teaching staff All support staff Bursar H&S Rep Head teacher	To enable safe access to the school by all members of the school community