

School Accessibility Plan

Policy dated	November 2022
Policy review date	November 2023
Headteacher	S Hearle
Signed Headteacher	
Policy agreed-Resources Committee	Agreed November 2022

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 Resources 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
- Hampshire County Council Medical Conditions Inclusion Support Policy
- Online Learning 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 Resources 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
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, available on request, and two dedicated parking bays in the bottom 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 (SENDA) 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
- Online Learning 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

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	Effective use of systems for consistent communications with parents	Use of School Comms (Schools Gateway) to communicate with parents	December 2022	Professional Services Team Pastoral Support Student Welfare Officers	All parents receive school communications in a timely manner providing them with clarity on school operations
	Support students with medical needs so as not to be a barrier to learning Effective support for students unable to access learning due to Emotional issues (classified as EBSA)	Effective and timely referral to Hampshire Inclusion Support Service Appointment of Family Support Worker Effective use of on-site Optimal Learning Centre provision Appointment of Mental Health Counsellor for 20 weeks commencing 10 th Jan 2023	Ongoing as appropriate and as need arises	Family Support Worker Welfare and Attendance Officer OLC staff Senior teacher with responsibility for pastoral support HCC Inclusion Support Service HoY/Pastoral Support Welfare Committee	Consistent improved attendance at School or Alternative Provision Effective partnership working with HCC Inclusion Support Team

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term	Review attainment of all students identified as SEND and/or attending RB	<p>Use of specialist advisory teachers; CPD for staff and-</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternative pathways. • Resources tailored to the needs of students who require support to access to the curriculum. This includes: • Enlarged copies of set texts are made available for students with visual impairments. • Subtitled material is provided to enable access for D/deaf and/or Hard of Hearing students. • Sign Supported English (SSE) and British Sign Language (BSL) is used to support D/deaf 	As required	<p>SENDCO RB Manager Senior Leader with responsibility for SEND Senior Leader with responsibility for RB Curriculum Committee Governor Attached to each Curriculum area</p>	<p>Advice sought and taken, strategies evident in classroom practice.</p> <p>All children supported and accessing the curriculum</p>

		<p>students where this is their preferred method of communication.</p> <ul style="list-style-type: none"> • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all students, including those with a disability who are tracked by the SENCO/Head of the Resource Base as appropriate. • Regular learning walks resulting from Data Drop Analysis • Targets are set are appropriate for students with additional needs, taking account the students' starting points. • Review the structure and focus of resources within the LSP team to address the growing number of EHCP and EBSA students 			
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	<ul style="list-style-type: none"> Specific equipment sourced through for example, Occupational Therapy 			
<p>Track T5 students through Data drops to ensure at least expected levels of progress are made</p>	<p>Class teacher meetings and communications with parents through reports and parent evenings.</p> <p>Regular data drops discussed at SLT at AL/HoD link meetings. Scheduled regular agenda items followed by appropriate intervention and strategies to address poor performance.</p> <p>Appropriate stretch and challenge through intent and implementation of the curriculum</p>	<p>Ongoing</p>	<p>Class teachers SLT RB Manager Curriculum Committee Academic Leaders</p>	<p>Progress 8 for T5 students remains positive</p>

<p>Maintain financial sustainability of the Resource base</p>	<p>Regularly review occupancy and staffing, year on year, highlighting funding need to Local Authority to gain support for resource viability</p>		<p>RB Manager Senior Leader responsible for Resource Base Resources committee Hampshire County Council SEN funding team School Bursar</p>	<p>Reduced in-year deficit leading to in-year balanced budget position</p>
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<p>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</p>	<p>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.</p>	<p>Ongoing Reviewed regularly</p>	<p>SIMS manager HR officer SENDCO Line managers HoD Tutors HoY</p>	<p>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>
	<p>Information is regularly reviewed and updated through staff line management meetings, parents/teacher meetings etc. Staff Referrals to Occupational health/external advisory services are made as appropriate. Utilise hearing loop and arrange interpreter for meetings and interviews where a member of the school community has a hearing impairment. Utilise PA system for student assembly, staff inset days and parent information evenings which links into personal radio aids. Offer documentation in alternative formats and</p>		<p>Admin support for events and activities Welfare and Attendance officer External Agencies HR Officer Senior leader with responsibility for Pastoral support Senior leader with responsibility for Resource Base Network Manager Library manager/EAL support/School Bursar</p>	<p>To ensure reasonable adjustments are suitable and implemented</p>

	alternative languages			
	including availability of books in the school library. Accessible parking spaces to be clearly marked and available for all with a disability to use when required		Site Manager/team	
	Regular, daily, visual inspections Effective reporting of issues and incidents Termly health and safety inspections Monitor and plan annual budgets around grounds maintenance cycle	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