

HEATON MANOR SCHOOL

Accessibility Plan

June 2015 - Sept 2019

Plan agreed: 12.11.18 ratified by Governing Body

Plan Review: September 2019

Lead member of staff: C Aitken/A Straker

Heaton Manor School Accessibility Plan – 2015 to 2019

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1. Vision Statement

Under the Equality Act 2010, schools should 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”. According to the Equality act 2010, a person has a disability if:

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

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 Heaton Manor School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Head teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Heaton Manor School, we are committed to working together to provide an inspirational and exciting learning environment where all students can develop an enthusiasm for life-long learning. We believe that students should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other.

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

Heaton Manor 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.

The Heaton Manor School Accessibility Plan demonstrates the access for disabled students, staff and visitors to the school and acknowledges the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Ensure 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 are the 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 school visits. It also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum with a reasonable timeframe.
- Ensure and maintain access to the **physical environment** of the school, adding specialist facilities as necessary. This covers 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 Heaton Manor 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.

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

- Behaviour Policy
- Health & Safety Policy
- Equality Policy
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy
- School Equipment Log
- Staff Code of Conduct
- Looked After Children Policy
- Medication and Managing Medication Policy
- Admissions Policy
- Educational Visits Policy
- Anti-bullying 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 governor committees.

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.

Approved Date

2. Aims and Objectives

Our aims are:

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

Our objectives are detailed in the Action Plan below.

3. 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 students 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

Disabled students can access all areas of the school. The outside recreation space has tarmacked paths to allow wheelchair access.

Curriculum

There is no area of the curriculum to which disabled students have limited or no access, although some areas of the curriculum could present particular challenges for some students, for example PE for students with a physical impairment and science and technology for students with a sensory impairment.

Information

Different forms of communication are made available to enable all disabled students to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled students, parents and staff.

4. Access Audit

The school is a three-storey building with wide corridors and several access points from outside. There is a lift which can accommodate wheelchairs, which is maintained on a regular basis through a service agreement via the PFI contract.

On-site car parking for staff and visitors includes 4 dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby fully accessible to wheelchair users. There are disabled toilet facilities available to students, staff and visitors on each floor of the building.

The school has internal emergency signage and escape routes are clearly marked; this includes refuge areas for wheelchair users and six evacuation chairs. The lift is also fire-proofed. When the fire alarm sounds, red lights flash and t.v. screens indicate a fire alarm to those with hearing impairments. The most severely hearing impaired students are also given a pager which vibrates and sends a message when the fire alarm sounds.

5. Management, Co-ordination and Implementation

- We will consult with experts regarding accessibility for students with disabilities
- The governors and Senior Leadership Team will work closely with the Local Authority

6. Action Plan

Aim 1 : To increase the extent to which disabled students 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	Responsibilities	Success Criteria
SHORT TERM	To liaise with primary feeder schools to review potential intake for September.	To identify students who may need Additional to support provision for September intake	September 2018/2019	SENCO/Transition Manager	Procedures/equipment in place by September.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2018/19	SLT SENCO Governors	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents/carers	To ensure collaboration and information sharing between school and families.	Ongoing 2018/19	SLT SENCO SEN Staff Pastoral staff Teaching staff Admin staff Previous school	Clear collaborative working approach
	To establish close liaison with outside agencies for students with ongoing health needs.	To ensure collaboration between all key personnel	Ongoing 2018/19	SLT SENCO LSAs Pastoral staff Outside agencies Previous school	Clear collaborative working approach

	To ensure full access to the curriculum for all students.	Outside visits, Employment of specialist advisory teachers, CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with reasonable adjustments. • The use of appropriate assessment tools to assist in developing learning opportunities for students and also in assessing progress in different subjects • A range of support staff including trained learning support assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy, physiotherapy and medical physics • Recording in CoP reviews and on EHC plans 	Ongoing 2018/19	Teaching staff SENCO Educational Psychologist	Advice taken and strategies evident in classroom practice. Students with SEN and disabilities supported and accessing curriculum.
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	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To finely review attainment of all SEN students.	SENCO/Year Manager meetings CoP reviews and EHC plans Student progress Scrutiny of assessment system Regular liaison with parents	Termly	Teaching staff Year Team Tutorial Support staff (6 th Form) SENCO	Progress made towards LP targets Provision mapping shows clear steps and progress made

	<p>To ensure the inclusion of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wheelchair access <input type="checkbox"/> Screen magnifier software for the visually impaired <input type="checkbox"/> Features such as laptops and specialised keyboard <input type="checkbox"/> Making reasonable adjustments to enable disabled students to participate successfully in lessons <input type="checkbox"/> Creating positive images of disability within the school so that students grow into adults who have some understanding of the needs of disabled people. 	Ongoing 2018/19	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in teaching and learning.</p> <p>Ensuring that the needs of all disabled students, parents and staff are represented within the school.</p>
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT/Core curriculum coordinators Governors	All students making good progress.
	To deliver findings to the Governing Body	Report to Governors	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2 : To ensure the physical environment of the school is accessible to students with an SEN or disability so that they can fully access education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve the physical environment of the school	The school will take account 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, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing 2018/19	SLT/Governors	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and corridors.	Ongoing 2018/19	Teaching and non-teaching staff	Lively and inviting environment maintained.
	To ensure that the medical needs of all students are met fully within the capability of the school.	To liaise with parent/carers and external agencies, identifying training needs and establish individual protocols where needed.	Ongoing 2018/19	SENCO/Wellbeing Manager Health Care Plans/LSAs/Health Service personnel	

	Ensuring disabled parents have every opportunity to be involved	<input type="checkbox"/> utilise disabled parking spaces for disabled to drop off & collect students <input type="checkbox"/> arrange for interpreters as appropriate <input type="checkbox"/> offer a telephone call to explain letters home for some parents who need this <input type="checkbox"/> adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
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MEDIUM/LONG	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/newsletters	Ongoing 2018/19	All staff	No accidents

Aim 3 : To improve the delivery of information to disabled students and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parents with disabilities	Regular communication with parents Interpreter provided for parents' as appropriate	Ongoing 2018/19	Year Manager SLT	Home-school communication in place.
	To ensure all students with communication/sensory difficulties have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies.	Ongoing 2018/19	All staff to be aware	Students with communication difficulties are able to access the curriculum.
	To enable improved access to written information for students, parents and visitors.	<input type="checkbox"/> Raising awareness of font size and page layouts will support Student's with visual impairments. <input type="checkbox"/> Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	Ongoing 2018/19	School Business Manager/PFI SENCO HIARC Team School Librarian	Improved signage in place
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review students' records ensuring school's awareness of any disabilities	Information collected about new students. <ul style="list-style-type: none"> Information available for all staff 	Annually	All staff Outside agencies Parents/carers	Each teacher/staff member aware of disabilities of students in their classes

		<ul style="list-style-type: none"> • CoP reviews and EHC plans • Health care plans • Disabilities information on VLE & SIMS • Staff CPD 		SLT	
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	School record system to be reviewed and improved where necessary. (Records on SIMS)	Record keeping system to be reviewed.	Continual review and improvement	Year Teams MIS Manager SLT SEN Team Admin Team	Effective communication of information about disabilities throughout school.