

# **Accessibility Plan**

**Approved by the Board of Directors: October 2016**

**Approved and Updated by the Safeguarding Committee: September 2017**

**Effective from: September 2016**

**Review Date: September 2017**

**Next Review Date: September 2018**

## Heathland Whitefriars Federation Accessibility Plan

At the Heathland Whitefriars Federation our core Values, underpin every aspect of school life.

- 1.Rationale
- 2.Definition of Disability
- 3.Legal duties
- 3a. Reasonable adjustments and Accessibility plans
- 4.Aims
- 4a. Heathland Whitefriars Accessibility Plan 2016 - 2019
- 5.Review of progress and impact

### 1. Rationale



#### ***Article 29: Your right to be the best you can be***

At the Heathland Whitefriars Federation, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

### 2. Definition of disability



#### ***Article 23: Your right to special care and support if you are disabled***

The Disability Discrimination Act 2005 (DDA) defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’.

The DDA 2005 has also extended the definition of disability as follows:

- People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities;

- Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse impact on his/her ability to carry out normal day-to-day activities.

### **3. Legal duties**

The Disability Discrimination Act (DDA) 2005 placed a general duty on schools, requiring them to have due regard for the following when carrying out and delivering services:

- Promoting equality of opportunity between disabled people and other people;
- Eliminating discrimination and harassment of disabled people that is related to their disability;
- Promoting positive attitudes towards disabled people;
- Encouraging participation in public life by disabled people;
- Taking steps to meet disabled people’s needs, even if this requires more favourable treatment.

#### **3a. Reasonable Adjustments and Accessibility Plans (Schedule 10)**

##### **Schools are required to:**

Take reasonable steps to avoid disadvantage caused by a provision, criteria or practice or a physical feature that puts a disabled person at a substantial disadvantage compared to a non-disabled person.

- Take reasonable steps to provide auxiliary aids/services.
- Provide information in an accessible format.
- Develop and implement (by allocating appropriate resources) Accessibility Plans which will :
  1. Increase disabled pupils’ access to the school curriculum
  2. Improve the physical environment
  3. Improve provision of information.

The duty is an anticipatory and continuing one that schools owe to disabled pupils generally, regardless of whether the school knows that a particular pupil is disabled or whether the school currently has disabled pupils. The federation will need to plan ahead for the reasonable adjustments that it may need to make, working with the relevant admissions authority as appropriate. As stated above it is our duty to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

In accordance with the Equality Act (2010) the plan focuses on three 'key areas':

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached below showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

#### **4. Aims**

The Heathland Whitefriars Federation are committed to establishing equality for all pupils, their parents, staff and other users of the school. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Our aims are to:

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

The table below sets out how the federation will achieve these aims

#### 4a. Heathland Whitefriars Accessibility Plan 2017 – 2018

Aim	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Develop Inclusive quality first teaching</p>	<p>Continued input in the form of training and feedback on how to differentiate and personalise the curriculum for pupils with additional needs.</p>	<p>SLT/Inclusion Team</p>	<p>On going</p>	<p>Increased access of the curriculum reflected in pupil progress. Observations and outcomes show that all learners make progress within all lessons.</p>
	<p>Develop a whole school approach to SEMH (<i>Social, Emotional and Mental Health</i>) needs</p>	<p>Work in partnership with Place2Be to train staff and provide opportunities for feedback and review of the approach.</p>	<p>Inclusion team/SLT</p>	<p>December 2019</p>	<p>All staff have a deeper knowledge and understanding of how SEMH needs effect pupils within the classroom and are able to use strategies to improve pupils access to the curriculum.</p>
	<p>Develop the use of specialized equipment to support learning</p>	<p>Develop and share a reasonable adjustment request for teachers. Review the needs of pupils in each class to ensure appropriate resources are provided and work collaboratively with any external services to provide necessary amendments.</p>	<p>Inclusion team and class teachers  (Site team if necessary)</p>	<p>On-going dependent on needs of pupils</p>	<p>Increased access to the curriculum, the needs of all learners accessed and reasonable adjustments made and recorded.</p>
<p></p>	<p>Ensure the disabled parking access and spaces are always available</p>	<p>Continuously monitor the use of disabled parking bays and communicate to staff, parents and visitors the appropriate use</p>	<p>Site Team</p>	<p>On going</p>	<p>Disabled badge holders are always able to access a disabled parking bay when required. Actions in place for users who do not use the bays appropriately.</p>

<p><b>Improve and maintain access to the physical environment</b></p>	<p>Maintain safe access around interior and exterior of school</p>	<p>Regularly check the access areas inside and outside of school. Ensure pathways, entrances and exits are kept clear. Hazards dealt with quickly and efficiently</p>	<p>Site Team</p>	<p>Ongoing</p>	<p>All pupils, staff and parents able to move unhindered along pathways, stairways and around the site.</p>
	<p>Improvements to aid those with visual impairment</p>	<p>Maintenance and improvements to key areas such as steps, man hole covers or hazardous features to be highlighted in yellow, no-slip paint</p>	<p>Site Team</p>	<p>Ongoing</p>	<p>Hazards are highlighted to increase safety for all visitors including those with physical disabilities. All areas are maintained and monitored on a regular basis.</p>
<p><b>Improve the delivery of written information to pupils</b></p>	<p>Improve the availability of written material in alternative formats</p>	<p>Communicate and make all staff and parents aware of services available for requesting information in alternative formats. Research contact details and cost of translation/adaption resources.</p>	<p>Office Team/Inclusion team</p>	<p>September 2019</p>	<p>Written information available in alternative formats and languages on request. All admin staff know how to access and share the alternative formats.</p>
	<p>Implement the use of coloured backgrounds/texts to support those with visual disturbance</p>	<p>Share advice from British Dyslexia to adapt font and background colour. Inform staff in Inset session. Monitor use.</p>	<p>Inclusion Team</p>	<p>September 2017 <b>Completed</b> (Monitoring ongoing)</p>	<p>Increased access to teaching materials and the curriculum for pupils. Needs of learners with a visual disturbance considered and provided for</p>

	Provide resources to support those with hearing loss	Obtain quotes and identify possible funding for fitting of a hearing loop in school reception areas.	Inclusion Team	September 2017 <b>Completed</b>  (Additional Training followed up for new staff)	Communication of important day to day information improved for parents, pupils and visitors with a hearing impairment
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This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs Policy
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Local Offer and School Offer
- Safeguarding Policy
- Health & Safety policy

## 5. Review of progress and impact

We have a rolling programme for reviewing our school policies and their impact. This policy will be reviewed annually by the Safeguarding Committee. We continue to make regular assessments of pupils' learning and use this information to track pupil progress. As part of this process, we regularly monitor achievement by ethnicity, gender and disability, to ensure that all groups of pupils are making the best possible progress, and take appropriate action to address any gaps.

**Signed:**

**Date: September 2018**



**Appendix 1 : Access audit (To be completed by auditors)**

<b>Feature</b> <i>For example:</i>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				