

Haydon School

Accessibility Plan

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Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

Aims of the Accessibility Plan

This plan outlines how Haydon School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The Accessibility Team: Governor, DSL, SLT responsible for premises and SENCO, will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

**Target:
Enabling
access to the
curriculum –
reducing
discrimination
and improving
equality of
opportunity**

	Tasks	Timescale	Resources	Responsibility	Monitoring	Review
Ensure ICT is appropriate in eliminating discrimination and improving equality for pupils with an identified need	<p>Extend access to new auxiliary software – WordS and SpeakQ installed on computers for those with an identified need.</p> <p>Promote access to learning and engagement with new auxiliary software for all classes.</p>	<p>Short Term (12 months) April 2021</p> <p>New allocations are on a need basis. Purchase reading Pens.</p> <p>Medium Term (up to 3 Years 2023) Implement accessibility audit.</p>	<p>Time for liaison between IT and LS. Time for bid approval on need basis. Time from subject teachers to liaise with specialist staff. Time to search for new software.</p>	<p>Network Manager Access Arrangement Lead and SENCO Faculty Leaders Leadership Team</p>	<p>Year audit of the use of laptops and other auxiliary aids – SENCO and Specialist Assessor.</p>	<p><u>Short Term 2021</u></p> <p><u>Medium Term 2023</u></p>

<p style="text-align: center;">Create effective learning environments for all.</p>	<p>Ensure First Quality Teaching in all lessons through the use of the school's quality assurance process.</p> <p>Review schemes of work to prevent barriers to learning.</p> <p>Identify potential difficulties regarding accessibility to all areas of the curriculum and seek to improve through consultation with SLT and SENCO.</p> <p>Follow a graduated approach (assess, plan, do, review) to identify needs and make actions to promote progress.</p>	<p>Short Term (12 months (July 2021))</p> <p>Termly identification of potential difficulties regarding accessibility to all areas of the curriculum seek to improve through consultation with SLT and SENCO.</p> <p>Termly – sensory audit classroom checklist. Seek to make changes where possible.</p> <p>Medium Term (up to 3 years) 2023</p> <p>Implement accessibility audit.</p> <p>Sensory adjustments made to site. Calmer colours, reduced clutter</p>	<p>Time to review schemes of work and make changes.</p> <p>Time to audit equipment.</p> <p>Time to install software for screening tests.</p> <p>Time to complete Access Arrangements.</p> <p>Purchase accredited assessments.</p> <p>Time to liaise with Exams Team to review use of Access Arrangements by candidates.</p> <p>Staff to build awareness of sensory needs using the Inclusion checklist.</p> <p>Time to review and update medical plans and PEEPs.</p>	<p>SENCO Specialist Assessor Faculty Leader Subject Leader Teaching Staff Network Manager Examination Officer DSL SEND Administration Assistant and Keyworker Welfare Assistant</p>	<p>SLT Governors SENCO</p> <p>SLT Curriculum Leaders and SENCO through Quality Assurance process e.g. book looks and learning walks.</p>	<p style="text-align: center;"><u>Short Term 2021</u></p> <p style="text-align: center;"><u>Medium Term 2023</u></p>
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		<p>around teaching space.</p> <p>Colour coding to buildings via door numbers in line with site map.</p>				
<p>Increase participation in school activities for all students</p>	<p>Promotion of enhancing opportunities for students from vulnerable groups.</p> <p>Audit participation in extra-curricular activities and identify any barriers.</p>	<p>Short Term (12 months) July 2021</p> <p>Record, monitor and promote attendance by all.</p> <p>Medium Term (up to 3 years) 2023</p> <p>Implement accessibility audit.</p> <p>Ongoing acknowledgement to use best endeavours to provide reasonable adjustments for each extra-curricular offer, including off site trips.</p>	<p>Time to liaise with Faculty Leaders to review SEND/PP take up of extra-curricular activities.</p> <p>Time for Office Manager to record data.</p>	<p>Faculty Leaders</p> <p>Subject Staff</p> <p>Office Manager</p>	<p>Information given for review each term via SEND Governors report.</p> <p>SLT</p> <p>SENCO</p>	<p><u>Short Term 2021</u></p> <p><u>Medium Term 2023</u></p>

<p>Ensure all policies consider the implications of Disability Access:-</p> <p>Physical impairment, visual impairment, sensory impairment, Medical impairment</p>	<p>Review policies.</p>	<p>Short Term (12 months) July 2019</p> <p>Ongoing at each policy review.</p> <p>Medium Term (Up to 3 years) 2023)</p> <p>Ongoing at each policy review</p>	<p>Time for policyholders to review and make changes regarding expectations/reasonable adjustments.</p>	<p>SLT Faculty Leaders SENCO</p>	<p>Governors SLT</p>	<p><u>Short Term 2019</u></p> <p><u>Medium Term 2023</u></p>
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Planning duty 2: Physical environment

	Tasks	Timescale	Resources	Responsibility	Monitoring	Review
<p>Enabling access to the school environment – reducing discrimination and improving equality of opportunity, involving those</p>	<p>Improve signage of buildings. Use colour code as backdrop to signage, in line with colour coding of site map.</p>	<p>Short Term (12 months) July 2021</p> <p>Improve signage of buildings. Use colour code as backdrop to signage, in line</p>	<p>Time to produce site map.</p> <p>Time to create emergency evacuation maps.</p>	<p>Operations Manager</p>	<p>Information given for review each term via SEND Governors Report</p>	<p><u>Short Term 2021</u></p> <p><u>Medium Term 2023</u></p>

<p>affected by inequality.</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users</p>	<p>Improve signage of evacuation procedures for e.g. fire drill etc.</p> <p>Improve on-line safety awareness and internet safety, social use.</p> <p>Review accessibility routes for the site, make improvements where necessary, add yellow lines on all steps for partially sighted.</p> <p>Review emergency evacuation routes, drill and maps.</p> <p>Audit evac chairs and those trained in usage.</p> <p>Ensure regular purchase signage with braille on building signs.</p> <p>Reduce uneven surfaces. Improve external pathways around the site to produce easy physical access on all routes.</p>	<p>with colour coding of site map.</p> <p>Improve signage of evacuation procedures for e.g. fire drill etc.</p> <p>Improve on-line safety awareness and internet safety, social use.</p> <p>Review accessibility routes for the site, make improvements where necessary, add yellow lines on all steps for partially sighted.</p> <p>Review emergency evacuation routes, drill and maps.</p> <p>Audit evac chairs and those trained in usage.</p>	<p>Time to maintain and audit lifts.</p> <p>Time to create improved signage.</p> <p>Time to improve external pathways.</p> <p>Purchase braille signage and install.</p>			
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		<p>Reduce uneven surfaces. Improve external pathways around the site to produce easy physical access on all routes.</p> <p>Medium Term (up to 3 years) 2023 Implement accessibility audit.</p> <p>Seek to purchase signage with braille on building signs.</p>				
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Planning duty 3: Information

	Tasks	Timescale	Resources	Responsibility	Monitoring	Review
<p>Enabling positive attitudes – reducing discrimination and improving equality of opportunity, involving those affected by inequality.</p> <p>To promote positive attitudes to disability.</p>	<p>Extend an ethos of inclusion through citizenship, PSHEE, subject curriculum and pastoral delivery.</p>	<p>Short Term (12 months) July 2021</p> <p>Termly Review</p> <p>Medium Term (up to 3 years) 2023</p> <p>Implement accessibility audit.</p>	<p>Citizenship and PSHEE Lead, Pastoral Leaders, all subject staff</p>	<p>SLT Citizenship and PSHEE Co-ordinator</p>	<p>SLT and Governors</p>	<p><u>Short Term July 2021</u></p> <p><u>Medium Term 2023</u></p>
<p>Enabling positive attitudes – reducing discrimination and improving equality of opportunity, involving those affected by inequality.</p>	<p>Provide information and letters in clear print and in simple English.</p> <p>Provide suitably enlarged print for those with visual impairment.</p>	<p>Short Term (12 months) July 2021</p> <p>Termly review</p> <p>Medium Term (up to 3 years) 2023</p> <p>Ongoing</p>	<p>Admin ICT</p>	<p>Operations Manager</p>	<p>SLT and Governors</p>	<p><u>Short Term July 2021</u></p> <p><u>Medium Term 2023</u></p>

Newsletters and information. Availability of documents in alternative format.	Ensure website and all documents accessible via the school website and can be accessed by the visually impaired.					
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