

Haydon School Accessibility Plan – 2018/2021

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

“A person who has a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities”.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA “substantial” means “more than minor or trivial”. “Long term” means “has lasted or is likely to last more than 12 months”.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attend Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s activity to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

A disability is identified when impairment effects normal day-to-day activity and whether it effects one or more of the following:

- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Definition of disability	Both SEN and Disability	Disability
Discrete SEN		
Mild dyslexia	Long-term motor impairment	Asthma
Mental Health Difficulties (inc – social factors)	Learning difficulties	Diabetes
Mild dyspraxia	Hearing impairment/deaf	Cancer recovery
Minor speech impairment	Visual impairment/blind	Mental health issues
Mild learning difficulties	Significant dyslexia	Disfigurement
	Medical and mental health	Eating disorders
	Autism	Lack of limbs
	Non-verbal	Sickle cell anaemia
	ADHD	Gross obesity
		Very short stature
		Diagnosed mobility concerns
		Incontinence
		Epilepsy

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT appropriate for pupils with a physical impairment.</p>	<ul style="list-style-type: none"> • Approve allocation of auxiliary equipment on need basis. • Extend access to new auxiliary software 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Time for liaison between IT and LS • Time for bid approval on need basis. • Time from subject teachers to liaise with LS • Time to search for new auxiliary software 	<p>ICT Co-ordinator, Access Arrangement Lead and SENCo</p> <p>Faculty Leaders</p>	<p>Leadership Team</p> <p>Leadership Team</p>
<p>Ensure ICT appropriate for pupils with a hearing impairment.</p>	<ul style="list-style-type: none"> • Approve allocation of auxiliary equipment on need basis. • Extend access to new auxiliary software 	<p>Short Term (12 months) arranged in conjunction with Hearing Impairment Teams.</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Time for liaison between IT and LS • Time for bid approval on need basis. • Time from subject teachers to liaise with LS • Time to search for new auxiliary software 	<p>SENCo, Alison Casey and Hearing Impairment team</p>	<p>SENCO</p>

<p>Ensure ICT appropriate for pupils with a visual impairment.</p>	<ul style="list-style-type: none"> • Approve allocation of auxiliary equipment on need basis. • Extend access to new auxiliary software 	<p>Short Term (12 months) arranged in conjunction with Visual Impairment Teams.</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Time for liaison between IT and LS • Time for bid approval on need basis. • Time from subject teachers to liaise with LS • Time to search for new auxiliary software 	<p>SENCo, Alison Casey and Visual Impairment team</p>	<p>SENCO</p>
<p>Ensure ICT appropriate for pupils with a sensory impairment.</p>	<ul style="list-style-type: none"> • Approve allocation of auxiliary equipment on need basis. • Extend access to new auxiliary software. 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Time for liaison between IT and LS • Time for bid approval on need basis. • Time from subject teachers to liaise with LS • Time to search for new auxiliary software 	<p>SENCo, Alison Casey, external advisory professionals</p>	<p>SENCO</p>
<p>Ensure ICT appropriate for pupils with a medical impairment.</p>	<ul style="list-style-type: none"> • Approve allocation of auxiliary equipment on need basis. • Extend access to new auxiliary software 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Time for liaison between IT and LS • Time for bid approval on need basis. • Time from subject teachers to liaise with LS • Time to search for new auxiliary software 	<ul style="list-style-type: none"> • SENCo, Alison Casey – Keyworker, Viv Vaughan – welfare officer 	<p>Jayne Guest</p>

<p>Access to Curriculum</p> <p>Create effective learning environments for all.</p> <p>With regard to those with: physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<ul style="list-style-type: none">• Identify accessible equipment in all areas of curriculum i.e. PE, technology, music and drama etc.• Complete audit of accessibility within faculties• Sensory audit classroom checklist. • Monitor and update medical plans• Monitor and update Personal Emergency Evacuation Procedures (PEEPS)	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none">• Time to create audit questionnaire• Time for staff to complete audit. • Staff to build awareness of sensory needs using the Inclusion checklist. • Time to review and update medical plans and PEEPs	<p>SENCO</p> <p>All staff</p> <p>Alison Casey and Viv Vaughan</p>	<p>Leadership Team and Governors.</p> <p>SLT and SENCO through book looks and lesson sampling.</p> <p>Learning Walks.</p>
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<p>Access to wider curriculum</p> <p>Increase participation in school activities – physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<ul style="list-style-type: none"> • Audit participation in extra-curricular activities and identify any barriers. • Ensure all school activities are accessible to all students. 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Liaise with faculty leaders to gauge SEND take up of extra – curricular activities. 	<p>Governors</p> <p>All staff</p>	<p>Leadership Team</p> <p>Governors</p>
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access – physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<ul style="list-style-type: none"> • Review policies 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • Liaise with LT and Year leaders re policy expectations/reasonable adjustments. 	<p>Leadership Team</p> <p>SENCo</p>	<p>Governors</p> <p>LT</p>
<p>Premises</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and</p>	<ul style="list-style-type: none"> • Produce Accessibility Map of site 	<p>Short Term (12 months)</p>	<ul style="list-style-type: none"> • Time to produce site map 	<p>Sasha Chard</p>	<p>Governors</p> <p>SLT</p>

<p>community users – physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<ul style="list-style-type: none"> • Improve signage of buildings. Use colour code as back drop to signage, in line with colour coding of site map • Improve signage of evacuation procedures, internet safety, fire drill etc. • Review accessibility routes for the site, make improvements where necessary, add yellow lines on all steps for partially sighted. • Review emergency evacuation routes, drill and map. • Audit evac chairs and those trained in usage. • Seek to purchase signage with braille on building signs • Reduce uneven surfaces. Improve external pathways around 	<p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> • New emergency evacuation maps to be created. 	<p>Facilities manager, Learning Support, Year leaders.</p>	
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	the site to produce easy physical access on all routes.				
<p>Attitudes</p> <p>To promote positive attitudes to disability.</p>	<ul style="list-style-type: none"> Extend an ethos of inclusion through Citizenship, subject curriculum, and Pastoral delivery 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> Citizenship Lead, Pastoral Leaders, all subject staff 	SLT, PSHEE coordinator	SLT and Governors
<p>Newsletters and Information</p> <p>Availability of documents in alternative format.</p>	<ul style="list-style-type: none"> Provide information and letters in clear print and in simple English. Provide suitably enlarged print for those with visual impairment. Ensure website and all documents accessible via the school website can be accessed by the visually impaired. 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p>	<ul style="list-style-type: none"> Admin ICT 	LT	LT