

Haydon School Accessibility Plan – 2016/2017

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
- Contenance
- 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		
Discrete SEN	Both SEN and Disability	Disability
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
Access to Curriculum Ensure ICT appropriate for pupils with a physical impairment .	<ul style="list-style-type: none"> Review accessibility of ICT (including notepads and whiteboards) for staff and students - using specialist expertise e.g. KB and RD Targeted liaison with OT, CDC and EP recommendations to ensure advice is followed /adaptive equipment used – where recommended. 	Short Term (12 months)	<ul style="list-style-type: none"> Time from KB and RD. Liaison between ICT support and Learning Support re use of netbook allocation for lesson and exam use. 	ICT Co-ordinator and SENCo	Leadership Team
	<ul style="list-style-type: none"> Involve staff and pupils in review of hard and software. Prioritise new software to purchase. 	Medium Term (up to 3 years)	<ul style="list-style-type: none"> Time from faculty leaders to meet with students and review 	Faculty Leaders	Leadership Team
			Long Term (On-going)		
Ensure ICT appropriate for pupils	<ul style="list-style-type: none"> Targeted liaison with Hearing Impairment 	Short Term (12 months) arranged in conjunction with	<ul style="list-style-type: none"> Time with Hearing Impairment teams, Alison Casey – 	SENCo, Alison Casey and Hearing Impairment team	SENCO

with a hearing impairment .	Teams to ensure equipment is fully functioning for those using equipment	Hearing Impairment Teams. Medium Term (up to 3 years) Long Term (On-going)	Keyworker, and all relevant subject teachers.		
Ensure ICT appropriate for pupils with a visual impairment .	<ul style="list-style-type: none"> Targeted liaison with Visual Impairment Teams to ensure advice is followed /adaptive equipment used – where recommended. 	Short Term (12 months) arranged in conjunction with Visual Impairment Teams. Medium Term (up to 3 years) Long Term (On-going)	<ul style="list-style-type: none"> Time with Visual Impairment teams, Alison Casey – Keyworker, and all relevant subject teachers. 	SENCo, Alison Casey and Visual Impairment team	SENCO
Ensure ICT appropriate for pupils with a sensory impairment .	<ul style="list-style-type: none"> Targeted liaison with OT, CDC and EP recommendations to ensure advice is followed /adaptive equipment used – where recommended. Sensory audit classroom checklist. 	Short Term (12 months) Medium Term (up to 3 years) Long Term (On-going)	<ul style="list-style-type: none"> Time with advisory professionals, SENCO, Alison Casey – Keyworker, and all relevant subject teachers. Staff to build awareness of sensory needs using the Inclusion checklist. 	SENCo, Alison Casey, external advisory professionals	SENCO
Ensure ICT appropriate for pupils	<ul style="list-style-type: none"> Targeted liaison with medical professionals - 	Short Term (12 months)	<ul style="list-style-type: none"> Time with medical professionals, welfare assistant – Viv 	<ul style="list-style-type: none"> SENCo, Alison Casey – Keyworker, 	Jayne Guest

<p>With regard to those with: physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<p>“Lead Practitioners” focus group and Pupil Survey.</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 around the site • Produce Accessibility Map of site 	<ul style="list-style-type: none"> • Short Term (12 months) <p>Medium Term (up to 3 years)</p> <p>Long Term (On-going)</p>	<p>does not replace specialist knowledge but rather is intended to support specialist advice and guidance to make quality first teaching more effective and aspirational for the outcomes of these groups of pupils greater.</p> <ul style="list-style-type: none"> • Time for faculty leaders to complete audit. • Time with Site manager • Bellrock to produce site map 	<ul style="list-style-type: none"> • Bellrock 	<p>SENCO and Site manager</p>
<p>Create effective learning environments for all utilising feedback from pupil groups – medical impairment.</p>	<ul style="list-style-type: none"> • Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. 	<p>Short Term (12 months)</p>	<ul style="list-style-type: none"> • Staff time 	<ul style="list-style-type: none"> • All staff 	

	<ul style="list-style-type: none"> • Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. • Ongoing programme of staff training in medical awareness to reflect diverse needs of students within the school and anticipatory duties. • Complete medical plan and attach to SIMS 	<p>Medium Term (up to 3 years)</p> <p>Long Term (Ongoing)</p>	<ul style="list-style-type: none"> • Medical professionals to provide training 	<ul style="list-style-type: none"> • Jayne Guest • Viv Vaughan, Alison Casey 	<ul style="list-style-type: none"> • Jayne Guest
<p>Access to wider curriculum</p> <p>Increase participation in school activities – physical impairment hearing impairment visual impairment</p>	<ul style="list-style-type: none"> • Audit participation in extra-curricular activities and 	<p>Short Term (12 months)</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>sensory impairment medical impairment</p>	<p>identify any barriers.</p> <ul style="list-style-type: none"> • Ensure all school activities are accessible to all students. 	<p>Medium Term (up to 3 years)</p> <p>Long Term (On-going)</p>	<ul style="list-style-type: none"> • Targeted SEND lunchtime sports club. • Learning Support approval to support TA allocation for extracurricular activities if needed. • 2 TAs taking Outward Bound trip June 2016 		
<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access –</p> <p>physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<ul style="list-style-type: none"> • Analyse impact of Behaviour Code, School Rules, Anti-bullying Policy, Educational Visits, Homework and Health Provision in relation to pupils with disabilities. Involve Student Voice in all reviews. • Consult pupils and staff on any proposed changes. • Introduce new policies. 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p> <p>Long Term (On-going)</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</p>	<ul style="list-style-type: none"> • Review personal emergency evacuation plans. 	<p>Short Term (12 months)</p>	<ul style="list-style-type: none"> • Learning Support, Year and medical staff time to transfer emergency evacuation 	<p>Facilities manager, Learning Support, Year leaders.</p>	<p>Governors</p> <p>SLT</p>

<p>needs of pupils, staff, parents and community users – physical impairment hearing impairment visual impairment sensory impairment medical impairment</p>	<ul style="list-style-type: none"> • 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. • Lift equipment serviced annually (stair lift and evac chairs) and six monthly (normal lift and hydraulic lift). 	<p>Medium Term (up to 3 years) Long Term (On-going)</p>	<p>arrangements to PEEPs.</p> <ul style="list-style-type: none"> • New emergency evacuation maps to be created. • Accessibility review audit with Facilities Manager, Sarai Penney and Judith Evans. • Facilities manager and Angela Appleby to organise emergency evacuation drill and map. • At present Anita Pearson, Heather Casey, Sarai Penney hold current certificates. • Facilities manager is clarifying whether site staff are able to perform this duty now that they are Bellrock employees. • External services – certificates provided. 		
<p>Attitudes To promote positive attitudes to disability.</p>	<ul style="list-style-type: none"> • Assembly programme (PSHEE) • Involve local disability group with Communication 	<p>Short Term (12 months) Medium Term (up to 3 years) Long Term (On-going)</p>	<ul style="list-style-type: none"> • Assembly time – liaison with external disability organisations. • Termly support group held in Learning Support. 	<p>SLT, PSHEE coordinator</p>	<p>SLT and Governors</p>

	Difficulties Parent Support Group				
Newsletters and Information Availability of documents in alternative format.	<ul style="list-style-type: none"> • Large print and audio formats etc. as required. • Monitor update of documents in alternative formats. • Review accessibility of newsletter and letters for parents. • Homework information available as information sheets in alternative formats as appropriate. 	<p>Short Term (12 months)</p> <p>Medium Term (up to 3 years)</p> <p>Long Term (On-going)</p>	<ul style="list-style-type: none"> • Information to parents is sent via In-touch. All parents are given the option of hard copies where online access is a difficulty. • Parents can notify administration staff of other needs and solutions will be sought on a case by case basis. 	LT	LT

History

Date	Issue	Status	Comments
September 2016	1	New	To Student committee 10.10.16 – (2wks for feedback) Accepted – to FGB 05.12.16 for information only (no further feedback received)