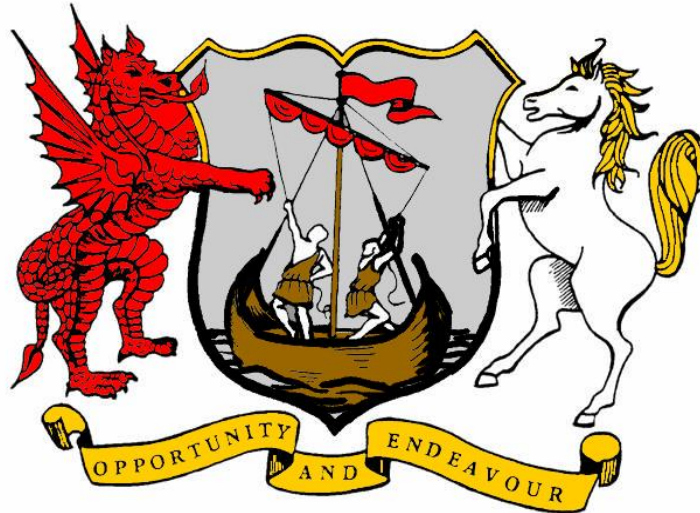


HAYGROVE SCHOOL



Accessibility Plan

DATE: May 2022

TARGET AUDIENCE: Staff/Students/Parents

POSTHOLDER RESPONSIBLE: Tracy Lee – Director of Finance & Operations

STATUS: Ratified by LGC – 10 May 2022

DATE OF NEXT REVIEW: Every three years

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Haygrove School is committed to providing an environment that allows all our students access to the curriculum regardless of their physical, sensory, social, spiritual, emotional and cultural needs to ensure fair access to education and benefits, facilities or services provided or offered by the school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Somerset County Council and other professional external agencies will work with schools to ensure and monitor that no student is discriminated or disadvantaged due to their disability. Haygrove School will work in partnership to carry out individual audits for students that require any reasonable adjustments and track this on a regular basis to monitor the students' progress and wellbeing. Somerset County Council policy can be found at

<https://choices.somerset.gov.uk/025/local-offer/important-documents/important-education-documents/>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with students without additional needs. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Haygrove School's Special Education Needs (SEN) policy outlines the school's provision for supporting students with SEN and Disabilities (SEND) and the Quantock Education Trust's publication of equality information and objectives explains how we can ensure equal opportunities for all our students, increase access to the curriculum, physical access to the school and access to information, particularly relating to SEND. This Accessibility Plan provides an outline of how the school will manage this part of SEND provision.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources are adapted to meet the needs of individuals including those with visual/auditory disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p>	<p>Where necessary all students will follow the mainstream curriculum for their age and key stage.</p> <p>If necessary, adjustments will be made for the best interests of the student with consultant from parents/carers, the pastoral and inclusion team.</p> <p>The curriculum will provide students with skills and knowledge to prepare for adulthood and independent living.</p> <p>The curriculum includes lessons within the school site but also participation in after school clubs and additional schools visits and activities.</p> <p>Staff will be flexible enough to adapt teaching approaches to enable students with disabilities to learn effectively in their classroom.</p>	<p>Development of the OCR Life Skills and Living course and Functional Skills English and Maths for those students that are unable to access a full range of GCSEs</p> <p>Ongoing audit of lunch provision and clubs to support needs</p>	<p>SEN team/teaching staff</p>		<p>Curriculum in place and school self-evaluation activities demonstrate that these procedures are in place</p>

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		<p>All staff have high expectations of all students and encourage them to succeed in all aspects of school life. In addition will challenge negative attitudes of students.</p>	<p>Ongoing staff training to support learning for all</p> <p>Lesson observations and Deep Dives within departments</p>			
<p>Improve and maintain access to the physical environment</p>	<p>Classrooms are accessible for students with disabilities, including providing enough space for students to move around freely and safely.</p> <p>Toilet and wash facilities are a reasonable proximity, accessible and useable.</p> <p>Students will have access to our school lift and support in operating this.</p> <p>The new building within the school supports access to all areas. Science classrooms have accessible work stations for students in each lab,</p>	<p>The school building and facilities will be adapted for individual access if needed under a reasonable time frame.</p> <p>Our rooms need to be safe and facilitate mobility and accessibility</p>	<p>Review of needs for students joining the school and where needs are changing for existing students.</p> <p>Disabled parking bays will be provided in completion of the new build project</p> <p>Review signage around the new school building – i.e. symbols, welcome sign, format</p> <p>Review accessibility to reception, safeguarding, door</p>	<p>SEN Team/ Business Manager/ Site Manager</p>		<p>Majority access to the site will be provided on completion of the new build project</p>

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	sufficient provision of accessible toilet facilities as well as a designated hygiene room		weight, paths during building works Plan for access to key second floor rooms and other areas with no lifts			
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	For all students/parents to be able to navigate the school effectively For resources to be adapted to meet individual need	Signage audit Continued collaborative work between SEN and rest of the school to ensure quality first teaching	SENDCo	Within the first half term of identifying modifications needed	All out students and their families have equal access to information
School is aware of the access needs of students with additional needs	<ul style="list-style-type: none"> • Close links with primary schools and careful transition plans • Students with medical or physical 	All students will be able to access an appropriate transition	Annually review plans for individual students with additional needs as part of IEP/Learning plan process within the first half term of	SENDCO	Ongoing	Individual plans in place for all students with additional needs and all staff aware of all pupil

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	<p>needs have individual plans</p> <ul style="list-style-type: none"> • Close links with external agencies to ensure current practice meets the needs of the learners 	<p>As this arises careful links with external agencies to ensure best practice</p>	<p>a student arriving at the school</p> <p>All SEN info to be on Arbor and accessible to all staff</p> <p>Ensure a full and accurate picture of any specific student needs is received from parents and (if appropriate) previous setting</p>			
<p>Ensure that all students with additional needs can be safely evacuated</p>	<p>Currently no students with the need for evacuation plan</p> <p>Regular fire practice</p>	<p>All students/staff to evacuate safely. A template has been produced and will be completed as required.</p>	<p>Put in place Personal Emergency Evacuation Plans for all children using the template</p> <p>Audit evacuation plan for new building</p> <p>Complete Personal Emergency Evacuation Plans (PEEP) for specific</p>	<p>SENDCO/R2L staff</p> <p>Site manager</p>		<p>All students with additional needs and staff working with them are safe and confident in event of fire</p>

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			<p>students as the need arises</p> <p>Ensure the fire evacuation plan is up to date and reviewed annually.</p> <p>Investigate the need for an evacuation chair for the new building</p>			
Audit lighting so that it's safe for all across the school.		<p>Lighting is adequate to meet the needs of all learners</p> <p>Be able to access lighting for sensory/ASC needs as students arrive</p>	<p>Seek advice on the lighting in all teaching areas from the Sensory Needs Services</p> <p>School walkthrough/audit</p>	SENDCO/ Premises Manager	September annually	Lighting improved for visually impaired and hearing-impaired children currently in school
Increase confidence of staff in differentiating the curriculum	SENDCo works closely with HOY and staff to support differentiation		<p>Undertake audit of staff training needs on curriculum access</p> <p>Plan training schedule to meet the need of the staff</p>	Assistant Head – Inclusion SENDCO	September 2021	Raised confidence of staff in strategies for differentiation and increased pupil participation

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			<p>Work closely with staff so they feel confident</p> <p>Ensure all info is pinned on Arbor</p>			
Ensure Teaching Assistants (TAs) have access to specific training on disability issues	Some training has taken place	LSAs feel confident in meeting the needs of the young people both in and out of class. All LSAs have access to quality training	Use staff audit to identify Learning Support Assistants' (LSA) training needs and inform Professional Development process	SENDCO	Ongoing due to staff turnover and arrival of new students	Raised confidence of TAs – wider range of interventions on offer to meet the needs of individuals
Ensure all staff are aware of students with additional needs's curriculum access	SEN register	All info added to Arbor for easy access	<p>Dissemination of information via individual student portraits</p> <p>Further development of Arbor to share information</p>	SENDCO	Ongoing – regular reviews testing for fitness for purpose	All staff aware of individual pupils' access needs

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Ensure all staff are aware of resources available for specific pupils	Info on SEN register	For all staff to have a better understanding of individual needs and resources	Pupil specific training/information sessions	SENDCO	Ongoing due to staff turnover and arrival of new students	Ensuring all staff are aware of the availability – specific training will mean that staff are confident in using specialist equipment.
Involve LSAs in Annual review and planning of interventions	LSA's not involved	LSAs to be invited to attend the annual review of students they key work with	Help LSAs to feel move able to meet the needs of individual by tailoring individual training. All logged through Blue Sky.	SENDCO	Ongoing	A confident team of LSAs
Ensure all staff are aware of guidance on accessible formats	AEN register distributed along with 'Teaching for All' booklet	All SEN info on Arbor - development of training package for staff	Input onto Arbor Provide guidance to staff on dyslexia and other SEN need accessible information	SENDCO	Ongoing to keep staff up to date and refreshed	Staff start to produce routine information to children in more accessible ways
Inclusive discussion of access to information in all annual reviews	Annual reviews are completed for those with EHCP and the highest need	All students who need annual review have a full analysis of need and provision	All annual reviews are pupil centred and involve all key adults that work with them	SENDCO	Ongoing	Staff more aware of pupil's preferred methods of communication

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
			Intervention shared with staff on Arbor			
Ensure School Offer and Local Offer and SEND Information Report are up to date and available on the school website	Info available on website and reviewed annually	Review termly as part of cycle	Obtain views of external agencies to inform best practice	SENDCO	Ongoing	Increased confidence of parents of students with additional needs and those with SEND to support their children's education
School visits/trips accessible to all students	Paper risk assessments are completed and need to be saved on ECC site	All risk assessments accessible to all	Individual visit/trip risk assessments completed as required	SENDCO/Trip Leader		All risk assessments completed. Reasonable adjustments made to ensure access to visits Parents involved in individual risk assessments

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governance Committee.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy