



Accessibility Policy

Reviewed by Adam Brewster, April 17

Nominated Governor; Guy Baxter, Finance and Resources
Committee

Aim

The school is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. The achievement of children with disabilities will be monitored and this data will be used to raise standards and ensure inclusive teaching. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

Our Accessibility Policy has been written in line with legislation and requirements as specified in Schedule 10, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Policy over a prescribed period.

1. Heltwate School's Accessibility Policy has been revised to reflect new statutory requirements for the setting of Equality Objectives.
2. Our Accessibility Policy is structured to complement and support the school's Single Equality Policy, Which under a single umbrella covers • Race • Disability • Gender & gender reassignment • Pregnancy & maternity • Age • Religion and Belief • Sexual Orientation • Special Educational Need • Community cohesion and is published on the school website.
3. This may be monitored by the LA under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and may advise upon the compliance with that duty. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. Heltwate School Accessibility Policy shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Policy will contain relevant and timely actions to:
 - Ensure access to the curriculum for all our pupils, expanding the curriculum as necessary to ensure that pupils are as equally prepared for life; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school

visits - it also covers the provision of specialist equipment, which may assist these pupils in accessing the curriculum;

- Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school within a reasonable timeframe;
 - Improve the delivery of written information to staff, parents and visitors with disabilities; examples might include the website, hand outs, timetables, newsletters, texts and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Policy relates to the key aspects of the physical environment, curriculum and to written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Policy should be read in conjunction with the following school policies, strategies and documents: • Teaching and Learning Policy • Equality Policy • Staff Development Policy • Health & Safety Policy • Behaviour Management Policy • School Improvement Plan • School prospectus.
 8. The Accessibility Policy relates to the access audit of the School, which was originally undertaken by the Local Authority in 2005. Improvement plans are subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Policy and therefore some items will roll forward into subsequent policies. The improvement plan will be reviewed and updated by the school prior to the end of each period covering this policy.
 9. The School prospectus will make reference to this Accessibility Policy.
 10. The School's complaints procedure will take account of the Accessibility Policy.
 11. The Accessibility Policy will be published on the school website.
 12. The Accessibility Policy will be monitored through the Governor Standards and Finance and Resources Committee.
 13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Policy.
 14. The Accessibility Policy may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

We will raise awareness of this plan via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- Personalised tours for new parents

Inclusion

Heltwate School will consult with children with disabilities, staff and service users in the ongoing development of the Disability Equality Scheme by:

- IEP and Annual Reviews with SEN children/parents
- Analysis of available school disability data
- Analysis of a range of Local Authority/Specialist Organisations reports which examined the experiences of children with disabilities
- Meeting with parents at consultation evenings
- Disability Equality scheme surveys of all members of the school community and users of school buildings.

School gained Inclusion Charter Mark status in 2007 and was re-accredited in 2012.

Developing a voice for children, staff and parent/carers with disabilities

Heltwate School is developing opportunities for children with disabilities, staff and parents/carers by:

- Including children and parents/carers in review meetings
- Including children and parents/carers in school questionnaires
- Class teachers discussing issues regularly with children (via PHSE and SEAL project)
- Use of the School Council
- Having a cycle of agenda items at Governing Body meetings to discuss issues
- Partnership with other organisations.

Encouraging participation in public life by people with disabilities.

Heltwate School ensures that children with disabilities are represented and encouraged to participate in:

- Collective Worship
- Performances
- Sports activities
- School council

- Governing body
- School Forum.

Children with disabilities are included fully in normal school life. However, as with all children, risk assessments will be undertaken to ensure the safety of all participants in any activity.

Removing barriers to learning.

Heltwate School removes barriers by:

- Not excluding children with disabilities from school trips unless a full risk assessment indicates that participation should not take place. Additional staff are allocated to accompany solely those children with specific needs. Wheelchair access bus/coach transport is used if required. Risk assessments are carried out for chosen trip locations.
- Having appropriate furniture available to provide necessary support where required.
- Operating a Teaching and Learning Policy that requires all lessons to be differentiated to accommodate the capabilities and disabilities of children. Teachers are provided with information specific to individual children.
- Ensuring children with disabilities have access to extra curricula activities.
- Should it become necessary, signing and communication aids for children will be made available.
- Should it become necessary, a sound loop for hearing impaired children will be installed.
- Teachers adapting, where possible, resources and techniques to suit a wide range of learners.
- All children having equal access to resources. Provision is made for all abilities and specialised resources are available for SEND children.
- Following SATs guidelines to ensure that children with disabilities have the same opportunities as their peers.
- Having strong links with external partners e.g. Advisers, Behaviour Support Service, Social Service, Health Service, Speech and Language therapists, Specialist teachers.
- Using external professionals to support where appropriate.
- Regular staff INSET on teaching children with additional needs.
- Significant alterations have been made to the school providing greater access to the curriculum and a much better and safer working environment,
 - Autism facilities
 - Improved access to all areas of school
 - Upgraded lighting
 - Electrical hoists in disabled toilet
 - Covered areas in playground
 - Path access to allotment
 - Adjustable furniture
 - Travel plan, better access into school
 - Disabled parking bays
 - New build
 - Playground equipment and seating
 - Development of a sensory garden.

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| Headteacher: | | Date: | |
| Coordinator: | | Date: | |
| Governing Body Representative : | | Date: | |



Accessibility Improvement plan 2017/18

This plan needs reading in conjunction with the Single Equalities Plan and the Accessibility Policy.

It follows 3 strands

1. Curriculum and Achievement.
2. Improving physical access.
3. Improve accessibility of communicated information.

| Curriculum and Achievement. | | | | | |
|--|---|------|---------------|--|---|
| Objective | Actions | Lead | Timescale | Resources /Cost | Success monitored by; |
| Achieve Autism Accreditation; Children with ASC are successfully included in all aspects of school life. Teaching ensures continuity for pupils and is supported at all times by symbols and communication aids | Training for staff in the effective teaching methods for children with ASC and other specific learning difficulties. | AA | Sept 18 | 2K subscription | T&L monitoring Q&A committee External Advisors |
| To increase specialist knowledge of a wide range of SEND | Provide training for governors, staff, pupils and parents. | | | | See CPD plan |
| Enable all children to achieve recognised qualifications and provide progression routes through to the next stage of adult life. | Provide appropriate curriculum pathways; D of E Life and Living skills Eng, Ma, Sci, PSD qualifications Prep for working life and work exp. | DF | Ongoing | Accreditation Fees 8k | Progress data. |
| Remove/minimise external barriers to Learning | Develop the role of the pastoral manager and develop home school links and multi agency support. | DS | Ongoing | | Barriers identified and reduced or removed. |
| Maximise the support for pupils needing additional support and interventions and monitor progress of these pupils | Work in partnership with parents and external agencies, tightly line manage and monitor impact. Literacy coordinator TA Numeracy coordinator TA Communication Coordinator TA Oc Health Therapy Play Therapy Speech and Language Therapy School Nursing service Pastoral and Behavioural manager. | ACB | Ongoing | Costed elsewhere | All pupils are carefully assessed and monitored and where necessary additional support and interventions are put into place to ensure every pupils makes good progress (link to Progression Data) |
| Where possible promote the use of augmentative technologies to support children to access learning | Eye gaze Specialist ICT equipment, Pen Friend, i-pad communication technologies | ACB | Ongoing | | |
| Playground Lead appointed to develop a play plan for break and lunch times to ensure all pupils access play/interaction sessions. | Supervised activities led by staff or volunteers. | BL | Ongoing cycle | | Improved behaviour in unstructured times. |
| Classrooms are optimally organised to promote the participation and independence of all pupils. | Staff implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual timetables, use of symbols All lessons are differentiated to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning | ACB | Ongoing | Cornerstones 6k Specialist furniture budget | Teaching is well prepared, differentiated and meets the needs of all pupils. All pupils have access to the school's curriculum through Cornerstones. Wide range of additional extra curriculum activity. Ongoing – observation, Learning Walks, scrutinies etc. TRIAD, SIP. |

| Curriculum and Achievement. | | | | | |
|---|--|---------|-----------|-----------------|---|
| Objective | Actions | Lead | Timescale | Resources /Cost | Success monitored by; |
| All extra-curricular activities are planned to ensure they are accessible to all children. Provide residential experiences which would otherwise be unavailable to them. | Review all out of school provision to ensure compliance with legislation. e.g. .RDA, Planet Ice etc. | KP | | | Increase in access to all school activities for all pupils including residential and educational visits. Q&O committee. SIP |
| | Increased focus on risk assessment | MN | | | |
| | Review access to afterschool club to ensure we provide a safe and productive environment. | CJ | | | |
| Use our minibuses to ensure all students are able to develop important life skills and help the school and our students to integrate with the local community. | Curriculum evolution Sharing with our community if appropriate criteria are met. | AA, DF. | | | |
| Ensure the production and review of High quality EHCP plan | Staff training | DF | | | Accurately pinpointed needs led target setting and resourcing. |

| Improving physical access | | | | | |
|---|--|--------|-----------|-----------------|--------------------------|
| Objective | Actions | Lead | Timescale | Resources /Cost | Monitored by; |
| Achieve Autism Accreditation; Children with ASC are successfully included in all aspects of school life and work in a supportive environment. | A programme of refurbishment will ensure better use of class room space is made and furniture will be purchased that is suitable for the class age range and needs | | | | |
| Refurb and maintain outside play areas | Flush to ground surfaces, adventure trail and trampoline | MN | Jan 17 | | H&S audit |
| Develop St Georges to be fit for KS4 progress | Work with LA to produce an expansion site of high quality and a specialist nature | ACB/DF | Jan18 | | |
| New Build | | | Sept 19 | | Purpose built new school |

| Improve accessibility of communicated information | | | | | |
|---|---|--------|-----------|------------------|---------------|
| Objective | Actions | Lead | Timescale | Resourcees /Cost | Monitored by; |
| New website | Produced in an accessibility format | ACB | July 17 | 10k | Governors |
| Develop use of parent mail and move towards Integris text services | New website commissioned | LG/ACB | Sept 17 | | |
| All school information available for all. School information published on school website and updated regularly | | | | | |
| Acquire parent carer views | Survey parents/carers as to the quality of communication to seek their opinions as to how to improve. | | | | |
| develop electronic methods of reporting to parents and using this to remind parents of key dates Text, email, website. | Develop home log on and use of Tapestry | | | | |
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