

# Haggerston School

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Accessibility Plan  
May 2017

## AIMS

The purpose of this plan is to ensure that Haggerston School continues to improve its accessibility to all students, staff, parents/carers and visitors.

- The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the SEN and Disability Act (2001).
- This school promotes inclusion and will take all reasonable steps to ensure that children with a disability or SEN are not discriminated against or treated less favourably than other students. The school will work in partnership with the family and other agencies in the best interest of the student and to maximise educational opportunity.
- We are committed to continuing staff training to enable them to be effective in the education of young people with disabilities and / or Special Educational Needs.
- We are committed to prioritising sufficient resources to support the actions identified in this plan.

The SEN and Disability Act 2001 extended the Disability Discrimination Act (DDA) to cover education. From 2002, the Governing Body has three key duties towards disabled students, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

This plan sets out the proposals of the Governing Body of Haggerston School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled

## What do we mean by 'Disability'

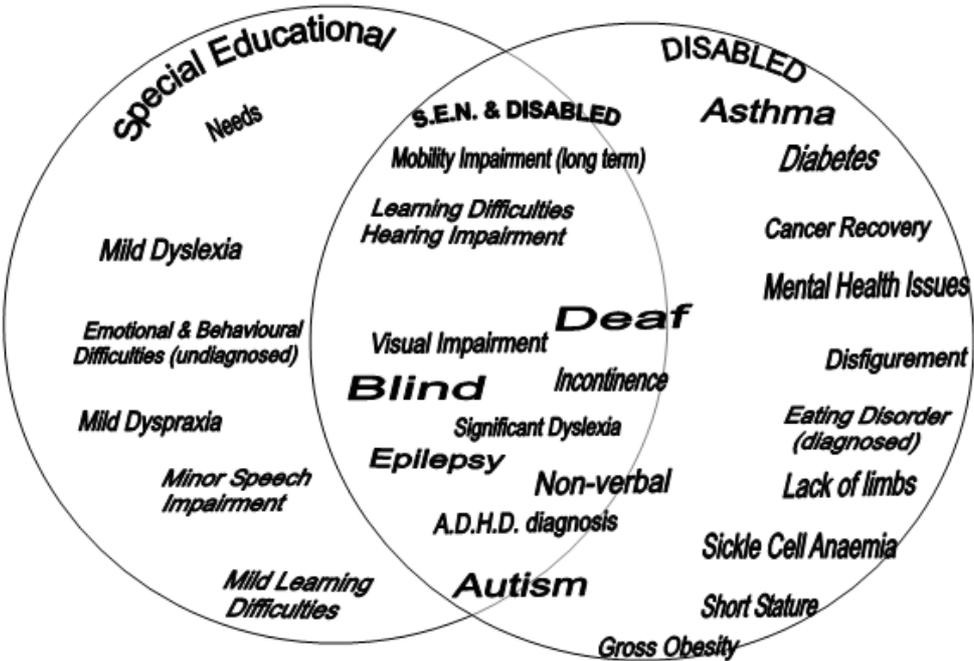
The DDA defines a disabled person as someone who has:

**'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'**

**'Long term' means at least 12 months. 'Substantial' means 'more than minor or trivial.'**

This definition covers students with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent students, students with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome.

The diagram below shows the overlap between Special Educational Needs and Disability.



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It is important that staff are aware that, although a pupil or parent/carer may be considered to have a disability according to the definition, they may not consider themselves disabled.

A whole school approach to inclusion is likely to be the most effective way of meeting the needs of all students.

**AREA TO BE ADDRESSED: Access to the Curriculum**

**GOALS & TARGETS:**

1. Develop and enhance staff knowledge of the responsibilities under DDA
2. Develop confidence and knowledge for staff in delivering the curriculum to all disabled students
3. Develop confidence and knowledge for staff in delivering curriculum to SEND (Special Educational Needs and Disability) students
4. Ensure and enhance access to and participation in National Curriculum and wider curriculum for disabled students
5. Develop an Access Policy for Assessment to ensure students are provided with the appropriate access arrangements for internal and external examinations

**STRATEGY & IMPLEMENTATION:**

1. Ensure all staff are updated regularly and new staff trained in responsibilities under DDA. Training to be delivered by the Special Educational Needs Co-ordinator (SENCO) annually to new staff and updates given during relevant INSET.

2. Develop training programme on curriculum access for disabled students with a particular focus on ASD, SpLD and physical disabilities. Training to be delivered by Specialists in SpLD & SENCO.
3. SLT, HoS & HoFs to address inclusion in faculty improvement plans and continue to address SEN/Inclusion at meetings.
4. HoFs to develop differentiation within the curriculum areas to ensure accessibility for students working below Level 3. HoFs to liaise with SENCO, Learning Support Teachers and Teaching Assistants to ensure that schemes of work and assessment materials are available for all pupils.
5. School staff within departments to become subject specialists in teaching pupils working below expected norms. They will develop and disseminate differentiated teaching strategies and resources to staff within departments.
6. Develop confidence and knowledge for all staff including Teaching Assistants in delivering curriculum to SEND students through further awareness training.
7. Develop staff awareness and understanding of pupil learning to increase access for vulnerable and disabled students through further training from the school's Educational Psychologist.
8. Access for Examination Policy to be reviewed and the necessary training and resources to be provided to ensure that appropriate arrangements are made for all disabled students for both internal and external examinations. SENCO to revise and update current policy. Training to be attended by staff as appropriate. Staff awareness of Access arrangements and appropriate classroom practice to be raised through training.

#### **RESOURCES:**

- HoFs to support & co-ordinate review of curriculum delivery as part of LA monitoring process and reporting to DHT Curriculum and SENCO 'Closing the Gap'.
- Relevant staff to attend appropriate training.
- Appropriate training for examination arrangements to be attended by staff including SENCO.
- Additional time (in days) required by SENCO to undertake necessary assessments and requests to exam boards.

#### **MONITORING AND EVALUATION:**

Progress towards meeting the goals and targets will be monitored by:

- Termly by SLT & HoFs.
- As part of HLT's SEN Moderation process.
- As part of the school self-evaluation process.
- Departmental Meetings-SEN Inclusion agenda item.
- HoFs meetings.
- Meetings with parents/carers and students, as appropriate.

#### **AREA TO BE ADDRESSED: Accessibility of Information**

#### **GOALS & TARGETS:**

1. HoFs to audit and address accessibility of information within their learning areas through faculty improvement planning (updated annually).
2. Continue to develop accessible teaching resources for students with disabilities.

3. To develop the MLE (Managed Learning Environment) in this school. This will move from Frog which is being used 2016-17 to Google moving forwards.
4. To be able to access written information in other formats.
5. Work with Hackney Learning Trust, EP (Educational Psychologists), external specialists and other schools in Hackney to identify and implement best practice on delivery of information to disabled students.
6. To develop a common style of communication within the school.

#### **STRATEGY & IMPLEMENTATION:**

1. HoFs to address on an annual basis issues raised from audit regarding the accessibility of teaching materials, text books and other information and to address in the department development plans written each year in September. The School Improvement Plan to focus key areas for action for the school for the forthcoming academic year.
2. SENCO to work with external specialists to develop an appropriate bank of resources/materials accessible in other formats (large print, auditory recording facilities for dyslexic pupils). SENCO to continue to ensure that resources meet the needs of those learners with specific difficulties.
3. The MLE to be developed by SENCO and specialist team to facilitate access to a learning environment for parents, carers, pupils with medical needs.
4. SENCO to identify how Haggerston can access written information in other formats.
5. Staff awareness to be raised through INSET of pupil profiles which provide information from EP, external specialists and which identify best practice on delivery of information to disabled students.
6. Identify wherever possible the preferred method of communication with disabled students and their parents/carers.
7. School Business Manager, DHT (Curriculum) and SENCO develop a common style of communication within the school to facilitate access to information for disabled visitors, students, parents/carers.

#### **RESOURCES:**

- HoFs to use proportion of budget to develop accessible resources.
- MLE costs

#### **MONITORING AND EVALUATION:**

Progress towards meeting the goals and targets will be monitored by:

- Feedback from parents/carers and disabled students.
- HoFs, DHT (Curriculum), HoS, ICT, and SENCO.
- As part of the school self-evaluation process.

#### **AREA TO BE ADDRESSED: Physical Accessibility**

##### **GOALS & TARGETS:**

1. To reduce physical barriers to inclusion.
2. To increase staff awareness of issues pertaining to physical access.

## **STRATEGY & IMPLEMENTATION:**

1. BSF ensured that the school had lifts/mobility platforms to all student teaching areas above ground floor. The school has purchased adapted furniture, fittings and equipment which can be deployed in response to individual access assessments undertaken for disabled pupils (larger tables for wheelchair users in East wing classrooms, adaption of fixed benching in DHT and Art rooms or purchase of adapted benching/seating, as appropriate).
2. To purchase physical aids to ensure disabled students are able to access the curriculum e.g. enlarged computer screens, alternative to foot-operated sewing machine, food workstations for wheelchair users and other physically disabled students. These purchases will be made as required by the needs of either staff or students. Ensure accessibility is considered in all future purchase decisions of equipment
3. Work with neighbouring schools to share resources where possible.
4. To ensure staff have the relevant specialist and medical training and information to meet the needs of pupils with physical disabilities (SENCO)
5. To increase the support levels in practical lessons to facilitate the participation of students with physical disabilities (SENCO)
6. To finalise and maintain PEPs for disabled students in the event of emergency evacuation and to undertake an assessment of the requirement for smoke alarms and heat sensors in all practical classrooms. To ensure that the Emergency Evacuation Procedures are sited in all rooms and are visible to all staff and students, including wheelchair users and to assess need for purchase of ear defenders and if so to arrange location of storage for these for SEND (Special Educational Needs and Disability) and other students, as appropriate, required to wait for emergency evacuation in stairwells. PEPs will be done on individual basis for those students or staff who require them. The school has ensured that all rooms contain fire evacuation notices and these will be revised to ensure that disabled refuge points are easily identifiable.
7. To monitor the level of lighting in stairwells and to increase if inadequate for disabled students or staff.
8. To develop an inclusive playground area where students with SEND can be safely included in outdoor social times.
9. To implement toileting procedures including the disposal of hazardous waste and student supervision, where necessary, for disabled pupils and to designate student only toilet facilities for disabled students who are catheterised.
10. To make appropriate transport arrangements for school visits to ensure that all students are able to participate.
11. To ensure that Medical Care Plans are written and available to all staff as appropriate to individual students.

## **RESOURCES:**

- School Nurse

## **MONITORING & EVALUATION:**

Progress towards meeting the goals and targets will be monitored by:

- Health & Safety & Access as an agenda item at meetings.
- Departmental Meetings-SEN Inclusion agenda item.
- HoFs meetings.
- As part of the school self-evaluation process.
- Through meetings with parents and students as appropriate.

## IDENTIFYING BARRIERS TO ACCESS – A CHECKLIST

### 1. Access to the Curriculum

QUESTION	YES	NO
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y	
Do staff review practice to ensure barriers to learning and participation are removed?	Y	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example, in lip reading?	Y	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y	
Do you provide access to computer technology appropriate for students with disabilities?	Y	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y	
Do disabled pupils have the opportunity to take part in music, drama and physical activities?	Y	
Are there high expectations of disabled pupils?	Y	
Are all classrooms optimally organised for disabled pupils?		<b>N</b>

### 2. Accessibility of Information

QUESTION	YES	NO
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		<b>N</b>
Do you ensure that information is presented to groups in a way that is user friendly for people with disabilities e.g. by reading aloud overhead projections and by describing diagrams?	Y	
Do you have the facilities (such as ICT to produce written information in different formats?)?	Y	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Y	

### 3. Physical Access

QUESTION	YES	NO
Does the size and layout of areas (including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gym and common rooms) allow access for disabled pupils?	Y	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by narrow doorways, steps, stairs, inaccessible toilet facilities and showers?	Y	
Are pathways of travel around the school site and parking arrangements safe? Are the routes logical and well signed?	Y	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	Y	
Are non-visual guides used in buildings e.g. including lifts with tactile buttons?	Y	
Are areas to which pupils should have access well lit?	Y	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	Y	
Is furniture/equipment selected, adjusted and located appropriately throughout the school?	Y	

<b>Amended/rewritten</b>	May 2017
<b>Agreed by the Governing Body</b>	June 2017
<b>Signed by the Chair</b>	Barry O'Brien
<b>Period of review</b>	Every 2 years
<b>Date of review</b>	<b>May 2019</b>