

Haggerston School

Aspiration Creativity Character

Accessibility Plan

Approved by:		Date:	
Headteacher		17th December 2020	
Monitoring Date:	Monitored by:	Full Review Due:	Review By:
June 2022	AHT Inclusion	Dec 2023	AHT Inclusion

<p>Aims:</p>	<p>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 as required.</p>
<p>Targets/ Outcomes:</p>	<p>This plan sets out the proposals of the Governing Body of Haggerston School to ensure that</p> <ul style="list-style-type: none"> - The school does all it can to support disabled pupils to access and participate in the curriculum - The physical environment enables disabled pupils to take better advantage of the education, benefits, facilities and services - All disabled pupils are aware of our accessibility plan
<p>Definitions</p>	<p>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.</p> <p>The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.</p> <p>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.</p> <p>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 non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.</p>
<p>Other Documents</p>	<p>This policy should be read in conjunction with the following documents:</p> <ul style="list-style-type: none"> ● Special Educational Needs and Disabilities Policy ● SEND Information Report ● Equality Information and Objectives ● Supporting Pupils with Medical Needs Policy ● Health and Safety Policy/Risk Assessment Policy

Aim	Current Practice	Improvement Objectives	Timeline
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Thriving inclusion department ensures that students with an existing SEN or disability are supported from the point they enter school, including making reasonable adjustments where appropriate. Referrals process ensures SEND screening for other students (see SEND Information Report) as appropriate.</p> <p>Staff are trained regularly on supporting students with SEND, and specific training is undertaken as required (e.g. hearing impairment/ visual resources etc).</p> <p>Progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Access arrangements are given to students in Y7-13 in internal exams. Students are formally assessed for Access Arrangements in Year 9 to ensure they receive the appropriate adjustments for external exams.</p> <p>All students in KS3 are involved in a regular enrichment programme including music, drama and physical activity.</p> <p>The curriculum is reviewed annually to ensure it meets the needs of all pupils.</p>	<p>To continue to embed training for staff on providing reasonable adjustments to students with SEND</p> <p>To ensure that all students make the most of their access arrangements through a focus on “regular way of working” within the classroom</p>	<p>Inclusion dept - ongoing</p>
<p>Improve and maintain access to the physical environment</p>	<p>BSF ensured 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.</p> <p>Medical Care Plans are written and available to all staff as appropriate to individual students.</p>	<p>Review the schools evacuation policy for any students with a short term disability and the requirements for PEPs. Ensure fire wardens have appropriate training to support any student with a PEP.</p>	<p>Business Manager Nov 2020</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Staff are trained regularly on supporting students with SEND, and specific training is undertaken as required (e.g. hearing impairment/ visual resources etc).</p> <p>Equipment is purchased as required.</p> <p>SEND homework clubs ensure access to technology and staff support for students who may not have this at home.</p>	<p>Inclusion team to focus on improving the accessibility of information to SEND students within the classroom through the INSET and teacher support programme. Students to be continued to be involved in writing their SEND passports.</p> <p>Ensure all students and parents understand the benefits of access arrangements.</p>	<p>Inclusion dept - ongoing</p>