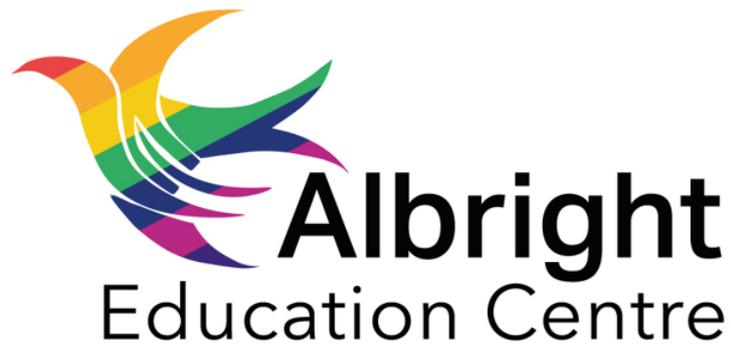


# Accessibility Action Plan



## *Sandwell Home and Hospital Tuition Service*

Signed by Chair of Governors:	<i>May Banks</i>
Date ratified by Governing Body:	01.05.2017
Date of Review:	01.05.2020



## 1. Introduction and aims:

Our service believes in providing every opportunity to enable children and young people to achieve their full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum and provide full access to all aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with or without a disability.

## 2. Background:

### Legal Background

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The act requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Both school and LA's are required to plan for:

#### a) Improving access to the physical environment of schools

This includes improvements to the environment of the school, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations 2010 and the Education (School Premises) Regulations 2012 and should be physically accessible to disabled pupils.

#### b) Increasing access for pupils to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LA's may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

#### c) Availability of written information

This covers planning to make written information normally provided by the school to its pupils available to disabled pupils. Information should take account of pupils' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LA's and schools have a duty to review their strategies and plans, revise them if necessary and to implement them. LA's and schools should prioritise resources for implementing their strategies and plans.

## 3. Our Duty

It is our duty to make sure that:

- We do not to treat disabled pupils less favourably for a reason related to their disability;
- We will make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- We will plan to increase access to education for disabled pupils.

- We do not discriminate against anyone as explained in the DDA, 2005
- We do not allow any form of harassment of people with a disability
- We will promote positive attitudes towards anyone living with a disability
- We will remove barriers which may discourage disabled people from playing a full part in the life of our school
- We will encourage full participation by everyone in our school activities

#### **4. Definition of disability:**

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a “substantial” and “long-term” negative effect on your ability to do normal daily activities

#### **5. Principles:**

- Compliance with the above-mentioned legislation is consistent with the school’s aims, Equal Opportunities Policy and the School’s Special Educational Needs (SEN) Information Report.
- Our admissions and referral policy does not discriminate against a disabled child.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding him or her from the school for a reason related to the pupil’s impairment.
- When recruiting staff disabled people will not be discriminated against.
- We recognise and value parents’ and carers’ knowledge of their child’s disability and seek partnership and consultation.
- We provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum, underpinning the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils’ diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils
  - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting pupils young people and adults with disabilities

#### **6. Purpose and direction of the school’s plan:**

Our Accessibility Action Plan (AAP) aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

#### **7. Information from pupil data and school audit:**

Information about the needs of disabled people will be gathered through:

- Pupil referral information
- Initial meeting with parent/carer and the pupil during the home visit
- SIMS data
- SEN reviews/EHCP’s
- Recruitment process
- Staff and Governors questionnaire
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress made and value added scores)
- Celebration assemblies, certificates, letters home, etc.

Information is gathered as part of the school's self-evaluation process and Assessment For Learning Strategies and is used to inform future plans and schemes.

#### **8. Views of those consulted during the development of the plan:**

To ensure the service is a welcoming environment for everybody, we believe it is important to consult all stakeholders. Where adjustments need to be made, we have consulted those who have an understanding of different disabilities and the barriers they present. Those consulted in the development of our AAP include:

- Pupils
- Parents
- Staff
- Governors
- Partnerships with external agencies

#### **9. The main priorities in the service's plan:**

- Increasing the extent to which the school curriculum enables full participation for all groups of pupils
- Continuing to develop the physical environment of the school to increase the extent to which pupils, young people and adults can take advantage of education and wider life of school including trips and clubs
- Improve the accessibility of written information to pupils, young people and adults

#### **Making reasonable adjustments**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

(a) the physical environment:

- Structured and supportive break time and lunchtime activities
- Ensuring all adjustments to current buildings are compliant
- Denote hazards for the visually impaired
- Flexibility of seating arrangements to suit need

(b) curriculum:

- We will review and monitor to ensure disabled pupils make progress in line with their abilities, we will then evaluate and adapt our practice accordingly. This will be completed as part of the centre's half termly data collection cycle.
- Additional support or alternative provision will be provided where possible
- Individual targets and outcomes ensure aptness of teaching and learning strategies
- Targets will be monitored regularly
- Targets and progress towards them will be reported to parents regularly

- Review of policies in school is ongoing, including updates to the Anti-bullying policy

(c) communication

- Use of interactive whiteboards
- Use of ICT resources by pupils
- Visual timetables for some pupils
- Newsletters to parents
- News pages on the school website (when available)
- Visual support to access website information
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers
- Most information is available electronically and can be converted to other appropriate formats
- Governor meetings

## 11. Monitoring and Impact Assessments

The Management Committee will review the Action Plan annually . We will measure the impact of any changes or initiatives on the quality of school life in its widest sense.

The action plan will be evaluated and updated annually.

### Accessing the school's plan

- The plan will be available on the school website and hard copies produced on request at the school office.

## Sandwell Home and Hospital Tuition Service- Albright Education Centre Accessibility Action Plan

### Physical Environment

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Review and update Accessibility Policy	To have relevant and purposeful policy	HT, SLT, Governors		Summer 2017
Ensure that outdoor and enrichment activities are accessible to all including pupils with physical disabilities	Enrichment activities and any trips that take place will be fully accessible	HT, SLT, Governors		Ongoing

### Curriculum

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Revise curriculum framework	Curriculum policy will be updated to reflect changes to curriculum framework	HT, SLT, Governors	Curriculum policy updated and new curriculum in place. This is reviewed on an annual basis	Summer 2017

Develop curriculum for year 7 / 8	All subject areas have schemes of work written for year 7/8	HT, SLT, Governors	Schemes of work are in place	May half-term 2017
Introduce self-reflection time	Structured programme in place to enable pupils to reflect on how they are feeling	HT, SLT, Governors	Programme in place	May half-term 2017

### Availability of Information

Action	Outcome	Monitoring	Evaluation Completed	Completion Date
Review and update the school website	Ensure that new accessibility functions are integrated into update of site	Admin manager		July 2017
Ensure that all documentation sent home is accessible for all	Parents/carers will be able to understand written communication that is sent home.	Admin manager		July 2017
Creation of a Facebook page to improve communication between school, home and the community	News and events will be regularly posted on the social network sites	Deputy Head	Facebook page created Deputy Head monitors use of Facebook page and receives weekly insights into usage of Facebook site	December 2016

## Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are to be kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisors	Ongoing
Corridor access	Corridors are wide with access for wheelchairs and standing frames	Ensure pupil equipment does not block corridor	Head teacher	Ongoing
Lifts	Service level agreement in place for maintenance	Review service annually	Site supervisors	Ongoing
Parking bays	Disabled parking bays marked	None required	Site supervisors	Ongoing
Entrances	Automatic front doors - enclosed lobby	None required	Head teacher	Ongoing
Toilets	There are designated toilets with disabled access and alarms	Regular testing of alarms	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	None required	Head teacher	Ongoing
Internal signage	Accessible signs in place	None required	Head teacher	Ongoing
Emergency escape routes	Fire evacuation plan in place. Identified pupils have personal emergency evacuation plans	Ensure weekly testing of system and maintenance	Site supervisors	Ongoing