



Hurworth School Accessibility Plan

Accepted by: Board of Directors March 2019

Leadership Team Leader Reviewer: Trust Business Manager

Review Cycle: Annual

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1. Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing board of Hurworth School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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

2. Planning duty 1: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible to each individual's needs	Audit of physical environment	SENCO, LA Specialist, Head of School / Student Support Team	As required	School is aware of accessibility barriers to elements of its physical environment, and addresses issues when identified	Annually or as required
Medium term	Learning environment of pupils with visual impairment needs to be accessible	Incorporation of appropriate colour schemes	SENCO	Summer 2019, reviewed July 2021	Learning environment is accessible to pupils with visual impairments Additional blinds added in some areas to reduce light, edges/steps regularly painted to ensure visible. Additional signage placed around school to advise of one way system etc	Annually or as required
	Only one accessible toilet in the main building which is not currently reserved for disabled pupils only	Lock mechanism to be reviewed	Trust Business Manager	Summer 2019 - completed	Updating the lock mechanism reserves the facility for use by disabled pupils only and reduces risk of damage Additional staff monitoring of toilets in place to ensure used correctly	Annually

Long term	Children with physical disabilities cannot access upper floors	Review of timetable to be undertaken	Assistant Head Teacher	As required	School is aware of barriers to certain classrooms, all possible amendments will be made to ensure maximum amount of curriculum is accessible	Annually or as required
	Fire doors and some external doors are difficult to open for students with physical disabilities.	Review of internal and external doors to be undertaken	School business manager/building contractors	Summer	School buildings and classes are as accessible as possible and adapted provisions made where required. Successful CIF funding received to replace all doors throughout school during academic year 2021/2022	Autumn
	Some rooms have outside access only and they are not wheelchair-friendly	Review of access to all ground floor routes/ classrooms to be undertaken	Trust Business Manager	Autumn	As much of the building as possible becomes easily accessible Edges, ramps and steps have been repainted with yellow paint to ensure clearly visible Portable ramps have been purchased to allow access to all rooms	Annually or as required
	Workspaces and access to communal areas to be reviewed	Review to be undertaken dependant upon individuals needs	Trust Business Manager/ Head of School/ Student Support Team	As required	DT, Cookery and Science rooms have adapted tables and work areas to enable benches and worktops to be used by a	Annually or as required

		and chosen subjects			wheelchair user. Access already in place for canteen and stage	
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3. Planning duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management and staff members knowing whether the curriculum is accessible	Audit of curriculum	Head of School/ Teachers/SENCO AHT (curriculum)	Autumn	Management and teaching staff are aware of the accessibility gaps in the curriculum	Annually
	Staff members having the expertise to support pupils with SEND through quality first teaching and reducing the reliance on TAs in class	<p>INSET provided to staff members- skills, knowledge and the use of Ranges</p> <p>TAs to attend training to support students with specific difficulties</p> <p>Resources available on school network</p> <p>Pen portraits and support plans are available to all staff via Classcharts containing information to support teaching and preparation of resources</p> <p>Regular updates are given to staff in the form of briefings and update emails to support teaching and behaviour management</p>	Head of School/ External advisors/SENCO	Ongoing	Staff members will have improved skills to support children with SEND	Annually

Medium term	School trips take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process- TAs accompany students with identified needs. Teachers check with SENCo before taking students with SEND on trips. Book ahead for coaches with lift for wheelchair users	Teachers/SENCO /Parents/TAs	Autumn	Planning of school trips takes into account pupils with SEND	Annually
Long term	Some pupils with SEND to access mainstream lesson with support from assistive technology. WiFi is not available around the whole school and this prevents full use of assistive technology for some students with specific learning difficulties and are not able to reach their full potential without it.	Provide tablets, laptops and other adjustments to pupils with SEND Seek ways to improve WiFi	Headteacher/ICT Manager/SENCO	Autumn	Pupils with SEND can access lessons	Annually
	Pupils with SEND to access mostly mainstream lessons	Teachers differentiate and use strategies as far as possible and continued to be trained via courses and INSET. Where necessary, students are taught in small groups and 1:1, ideally for the short term. Students with lower ability are taught a Humanities curriculum with a greater emphasis on literacy skills. Look into teaching students with very low ability in a primary-style 'nurture group' as a short-mid term transition.	SENCo	Autumn Autumn	Pupils with SEND can offer as much mainstream education as possible	Annually Annually

	Pupils with SEND to access examinations	Carry out assessments, gather evidence and provide TAs in order to reduce barriers to accessing exams by providing readers, extra time, supervised rest breaks, scribes, word processors and separate rooms	Exams Officer/SENCo	Autumn	Barriers to accessing exams are reduced. Exam conditions are maintained	Annually
		Produce enlarged papers, coloured papers and adjust seating positions to reduce issues arising from physical and sensory difficulties		Annually		
		We may need to employ additional, temporary support at exam times due to the increasing number of students who are unable to maintain exam conditions and need an individual room (eg students with ADHD)		Autumn		Termly
	Pupils with ASD need a mainstream base	The mainstream school has a greater number of students with ASD and social anxiety in mainstream than in the resource base. The majority have high anxiety levels and some find the secondary school environment very difficult to cope with. We have no base room in the main building which is available in unstructured times, which is suitably calm and quiet and which can be used as timeout from lessons- Look at adapting a room and staffing before school, at break and lunch	Head of School/SENCo	Autumn	Students with ASD will have less anxiety related issues and attendance will improve for some	Annually or as required

4. Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT Manager	Autumn	School is aware of accessibility gaps to its information delivery procedures and reviews these annually, ensuring updates are implemented	Annually
	Written information accessible to all	School seeks advice from external advisors	SENCO	Autumn	School is aware of local services for converting written information into alternative formats	Annually
Medium term	Written information is not accessible to pupils/parents/carers with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments)	SENCO/ICT Manager	Autumn	Written information is fully accessible to children with visual impairments	Annually

Long term	School website is not accessible to children with SEND	Audit of website	ICT Manager	Autumn	Website is fully accessible	Annually
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5. Monitoring arrangements

This document will be reviewed annually but may be reviewed and updated more frequently if necessary.