

# HURWORTH — SCHOOL —



## Accessibility Policy

Accepted by:

Board of Governors

Lead Reviewer:

Trust Business Manger

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 individuals needs	Audit of physical environment	SENCO, LA Specialist, Head of School/Student Support Team	Annually or as required	School is aware of accessibility barriers to elemtns 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 colour to highlight edges and hazards. Blinds to cut out glare	SENCO	Annually or as required	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
	School trips take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process. Teachers check with SENCo before taking students on trips. Book ahead for suitable transport	Teacher/ parent/ SENCo	As required	Planning of school trips taks into account needs of pupils with SEND.	Annually or as required
Long term	Children with physical disabilities cannot access upper floors	Review of timetable to be undertaken	Assistant Head Teacher and organsier of cover lessons	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

### 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)	Summer	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	INSET provided to staff members- skills, knowledge and the use of Ranges  TAs to attend training to support students with specific difficulties  Resources available on school network  Pen portraits and support plans are available to all staff via Classcharts containing information to support teaching and preparation of resources  Regular updates are given to staff in the form of briefings and update emails to support teaching and behaviour management	Head of School/ External advisors/SENCO	Summer	Staff members will have improved skills to support children with SEND	Annually

	Issue	What	Who	When	Outcome criteria	Review
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	Annually or as required	Planning of school trips takes into account pupils with SEND	Annually or as required
Long term	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.	SENCo	Annually or as required	Pupils with SEND can offer as much mainstream education as possible	Annually or as required
	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  Produce enlarged papers, coloured papers and adjust seating positions to reduce issues arising from physical and sensory difficulties  We may need to employ additional, temporary support at exam times due to the increasing number of	Exams Officer/SENCo	Annually or as required	Barriers to accessing exams are reduced. Exam conditions are maintained	Annually or as required  T

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
		students who are unable to maintain exam conditions and need an individual room (eg students with ADHD)				

## 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
Medium term	Written information is not accessible to pupils/parents/carers with visual impairments	Provide written information in alternative formats	SENCO/ICT Manager	Autumn	Written information is fully accessible to children with visual impairments	Annually

## 5 – Monitoring Arrangements

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