

HIGHCLIFFE SCHOOL- Accessibility Plan 2019-2022

Policy name	Accessibility Plan
Status	Final
Strategic objective	This policy complies with the statutory requirement laid out in the Equality Act 2010 for schools
Policy owner	Mel Strachan
Authorisation date	
Review date	
Equality assessment	This policy was produced by Highcliffe School's SENCO.

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1. Vision

Under the Equality Act 2010, all schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief and sexual orientation”.

Highcliffe School is committed to providing a fully accessible environment which values and includes the whole community. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

This plan correlates with Highcliffe School’s Admission Policy. However, before offering a place, Highcliffe must feel reasonably sure that it will be able to educate and facilitate the development of the prospective student to the best of his/her potential and in line with the standards achieved by their peers and without detriment to the efficient education of others.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual governor or the Head teacher.

The Accessibility Policy should be read in conjunction with other related school policies and the School Development Plan.

School Vision Statement and Information Booklet	Health & Safety Policy (including off-site safety)
Curriculum Policy	Special Educational Needs Policy
Equality Objectives (required from April 2012)	Behaviour Management Policy
Single Equality Policy	Asset Management Plan / Suitability Survey

Definition of a disability

1. According to schedule 10 of the Equality Act 2010 and the DfE guidance for schools on the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to do normal daily activities.

What do 'substantial' and 'long-term' mean?

'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed.

"Long term" means capable of lasting 12 months or more...", e.g. a breathing condition that developed as a result of a lung infection.

The definition included sensory impairments such as those affecting sight or hearing, persistent literacy difficulties and long-term health conditions such as diabetes or asthma.

Schools are required to make 'reasonable adjustment' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison to non-disabled pupils. Section 4 indicates that a setting can and must treat disabled individuals more favourably if it constitutes a reasonable adjustment to meet their needs. The Joint Council for Qualifications (JCQ), which regulates examinations, is bound by the Equality Act 2010 and stipulates that schools have a duty to make reasonable adjustments in examinations where standard exam arrangements would disadvantage a disabled candidate.

2. Aims and objectives

Highcliffe School aims to:

- Improve communication with and delivery of information to disabled members of the school and sixth form community and other users.
- Increase levels of awareness amongst staff responsible for information relating to students who are disabled.
- Ensure the evacuation procedure reflects and accommodates the needs of all students who are disabled.
- Improve access for disabled students and other users by measures as highlighted by other committees.
- Increase access to the curriculum for students with a disability
- Improve and maintain access to the physical environment
- Treat all pupils staff and visitors fairly, with respect and without discrimination of any kind.

Disability Access Plan

Highcliffe School's Disability Access Plan has three core elements: curriculum, physical environment and written information.

a) Improvements in access to the curriculum by:

- Providing for all students a curriculum which is appropriate to their needs.
- Ensuring that the curriculum is delivered in such a way that all students, regardless of any impairment, may benefit fully from it.

b) Physical improvements to increase access to education and associated services by:

- Making reasonable adjustments to Highcliffe buildings and grounds to make them fully accessible to students.

- Providing appropriate educational equipment and physical aids to ensure that educational programmes in Highcliffe School can be fully accessed by all students.
- Maintenance, remedial and any future construction work will show awareness of disability/access issues.

c) Improvements in the provision of information in a range of formats for disabled students by:

- Providing for students and their parents, information regarding Highcliffe School and its curriculum in a format that takes account of any disabilities.

3. **Reasonable adjustment**

In determining what reasonable adjustment is, Highcliffe School will take into consideration:

- Whether adjustments taken would overcome the substantial disadvantage.
- The practicality of making an adjustment
- Financial implications - whether Highcliffe School could access other financial sources such as trust or charities or other assistance, for example, from specialist teams at BCP
- The effect of the disability on the student
- Health and safety requirements
- Need to maintain academic, musical, sporting and other standards
- The interests of other students and those who may be admitted to Highcliffe School as students

- Extent to which the support would be provided under Part 4 of the Education Act 1966

Communication and transition

Parents or carers of children with disabilities or additional needs are expected to notify Highcliffe School of them at the point of registration. If these are not known at the time, Highcliffe School should be notified as soon as they are recognised. Prior to any interview or visit, parents will be asked to provide further and more specific details of any additional needs of their child and to provide copies of any professional reports e.g. Educational Psychologist's report or professional reports from other agencies or an Educational and Health Care Plan (EHCP). Early notification is of great value, as it will enable Highcliffe School to liaise with parents, existing schools, or other relevant sources to establish what reasonable adjustments may be made at Highcliffe School to support any member of the school community.

Highcliffe School values all members of its community; all students, including those with additional needs, play a full part in its activities, participating in sports, drama, music, outdoor pursuits, trips and visits. Adaptations for a student's participation in these activities are provided for through interdepartmental and parental liaison as well as support from external advisors where appropriate.

As part of the Admissions' Process, staff will meet with parents to discuss whether or not a prospective student with a disability will be able to access the curriculum and what reasonable adjustments can be made to facilitate this. In determining this, Highcliffe School may advise additional assessments for further clarification. **If, after consultation, Highcliffe School decides that it cannot discharge its legal and moral responsibilities to educate the prospective student and / or its legal duties to the parent(s), Highcliffe School will be unable to offer a school place.**

Typically most students stay at Highcliffe School for either five or seven years. It is possible that during their education a student may become disabled or his or her additional needs may first be identified or become more serious. Continuing communication between parents and staff is key for ensuring that reasonable adjustments are made to facilitate the student's participation in school life.

Lifts, ramps and accessible WCs have been included in the school infrastructure and future developments will take account of access for the physically or sensorially impaired.

School will seek to adjust the timetable in such a way that, with additional support, physically disabled pupils/students will be able to access the curriculum.

Resources Committee

The Health and Safety Committee hold regular meetings to discuss and review the Disability Access Plan. In addition, the Health and Safety seek advice and input from the Leadership Team, Co-ordinator of Special Educational Needs, and those professional advisors deemed appropriate. The Health and Safety Committee and staff believe that compliance with The Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy. Furthermore, in performing their duties, Health and Safety Committee and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002).

The Resources Committee responsibilities are:

1. To review Highcliffe School's procedures and facilities to maximise accessibility to Highcliffe School by those with additional needs
2. To make recommendations to improve accessibility through amendments to the Disability Access Plan.

4. General Inclusion

The requirements of any student with additional needs will be discussed and plans for the individual will be made. With differentiation in mind, any particular needs will be discussed, and consideration given to ensuring the success of the student and the rest of the class.

These adaptations may include:

- Adjustments to Highcliffe School Buildings and Grounds with regards to this policy
- Access to Education, Sport, Recreational Activities, Trips and Outdoor Pursuits

Individual programmes of support need to be prepared for individuals and reviewed on a regular basis. Highcliffe School will continue to collate up to date information on disability.

Access to the Curriculum

Highcliffe School will make any reasonable adjustments to equipment, lesson and room timetables to ensure all students can access the full curriculum. Specialist advice will be sought if required.

Health and Safety

Key members of staff may require specialist training such as manual handling from external providers.

Specialist staff such as Occupational Therapists visit the site and individual pupils to create an accurate risk assessment and assist with the development of a fire egress plan.

Staff Training

It is stipulated in the SEN Code of Practice, “All teachers are teachers of children with special educational needs. Fifteen percent of children are deemed likely to have a special educational need at some point in their career”. All teaching staff are expected to be developing the skills required to teach students with additional educational needs and this is supported by a programme of Inset training on learning, medical needs and effective social support strategies. Consideration will be given to suitable training for non-specialist teachers and support staff.

Staff recruitment

Staff recruitment and decisions will be made on the basis on fair and objective criteria and will be free from unlawful and unfair discrimination on the basis of gender, colour, disability, sexual orientation, nationality, age, religious or political beliefs or other relevant distinction. Where new health needs are identified for existing staff every effort is made to support their safety, inclusion, and wellbeing in the workplace.

5. Physical Access and Access to Activities

When booking an off-site facility Highcliffe will check the accessibility for all members of the community including a review of escape procedures, door opening and closing mechanisms and highlighted other adaptations to accommodate the needs of disabled people. Risk assessments are prepared for all trips and visits and take account of the particular needs of disabled students. All members of Highcliffe School with disabilities are supported to participate as fully as they can in all activities.

Outside Service Providers

When educational sessions are run by outside providers they will be made aware of any additional needs.

Diet and Medication

Within the limits of our catering facilities, a number of options are available, and it is possible to accommodate the needs of those on special diets. Where this is not possible, students may bring in a packed lunch which may be eaten in designated eating areas with other students.

Supporting Students with Medical Needs

The Highcliffe School employs medical staff who will give medication to students in accordance with written guidance from parents, guardians or medical personnel. Medication can be refrigerated and stored securely. If anyone feels unwell, he or she can go to the medical room for assistance. Information on any medical condition should be provided to The Highcliffe School in writing as soon as possible so staff can be briefed and trained on any emergency procedures to be followed.

Please refer to Highcliffe School's Medical Needs Policy for further details.

Welfare

Highcliffe has a culture of inclusion. Our policies support this approach and our practices of counselling and pastoral care. If parents believe that their child has been unfairly treated due to a disability by Highcliffe School, they may use the school's complaints procedure.

Awareness of Disabled Access Policy

The Policy has been made available to all teaching staff and those involved in the Admissions' Process. A copy of this policy is available on the Highcliffe website, or a paper version is available on request. This policy is regularly monitored and reviewed every three years.



Mel Strachan- SENDCO May 2020

Paul Hilliard-Chair of Governors May 2020

Appendices

Highcliffe School Accessibility Plan – 2019-2022 - Improving the Curriculum Access

This plan is structured in conjunction with the School’s Curriculum Plan, Trips & Visits file, Annual Review Process and Individual Learning Plan Frameworks.

Target	Strategy	Outcome	Owner	Timeframe	Achievement
To extend our CPD programme to ensure staff are knowledgeable in terms of the needs of students with disabilities and	Students’ needs are clearly identified at key points in transition planning. Guest speakers, school nurse, link professionals and internal CPD used	All teachers fully meet the requirements of students needs with regard to accessing the curriculum. The ILP sets out guidance and strategies.	Head of Learning & Development	Ongoing. Annually reviewed and updated as part of the Annual Review process and	Increased confidence and expertise of staff Increased access to an appropriate curriculum for all students

Target	Strategy	Outcome	Owner	Timeframe	Achievement
strategies to support them.	help to develop expertise in the day to day classroom.			at key points of transition.	
All out-of-school activities are planned to ensure the participation of the whole range of students.	Review all out-of-school provision to ensure compliance with legislation Activity leaders consult SENCO in initial planning stage.	All out-of-school activities will be conducted in an inclusive environment with providers to ensure that they comply with all current legislative requirements	Lead EVC	Ongoing as part of the cycle of activity planning. Annual review process for students with disabilities.	Increase in access to all school activities such as day trips, residential trips. All students to be able to enjoy any out of school activity.
To ensure classrooms are optimally organised to promote the participation and	Ongoing dialogue with families and learner with advice from external professionals and DOLS.	Seating is planned and consistent with up to date advice Written information is accessible in term of font, size and spacing.	Coordinated by SENCO	Ongoing. Part of Annual Review Process &	All students able to access every area of the curriculum facility.

Target	Strategy	Outcome	Owner	Timeframe	Achievement
independence of all students.		<p>Staff are aware of colour-blind students.</p> <p>Visually impaired students have their own textbook and are not required to share.</p> <p>Movement breaks are built into lessons for students with ADHD.</p> <p>Exit cards are respected and managed well.</p> <p>Approved fiddle objects are used appropriately in lessons.</p> <p>Home study is differentiated to meet needs.</p>		<p>Individual Learning Plan</p> <p>Embedded into lesson observation cycles.</p> <p>Lesson Planning</p>	
Ensure that appropriate adjustments to equipment and facilities have been made to ensure student can	Identify adjustments as part of SOW linked to ILPs of particular students.	All students can access the curriculum.	Coordinated by SENCO	Ongoing. Ensure that at key transition points, students' needs are	All students are able to access every area of the curriculum and facility.

Target	Strategy	Outcome	Owner	Timeframe	Achievement
experience the curriculum.	Ongoing dialogue with families and learner.			identified, and adjustments are made in good time	
To deploy Teaching Assistants effectively to support students' participation and achievement.	<p>TA and teacher review support of students within each class through In Class Support Agreement. Classing plans are proactively reviewed to maximise TA impact.</p> <p>Staff skills and expertise are matched to student needs.</p> <p>LSAs are used to support transition prior to student coming on role where appropriate.</p>	Students needs are appropriately met through effective deployment of skilled support staff.	SENCO	<p>Ongoing. Thorough provision mapping and Teaching Assistant timetabling</p> <p>Embedded into lesson observation cycles</p>	All students are supported to achieve their full potential.

Target	Strategy	Outcome	Owner	Timeframe	Achievement
Access to wider curriculum	Audit SEND participation in extra-curricular activities. Ensure these are accessible to all with SEND.		Head of Curriculum		Equality of opportunity for all
Training for Governors in Raising Awareness of Disability Issues.		Students needs are appropriately met through effective deployment of skilled support staff.	SENCO and Clerk to Governors		All staff and students are supported to achieve their full potential. Non-disabled students are made more socially aware of disabilities.
Incorporate 'Accessibility' as part of the Curriculum Health & Safety Audits	Health & Safety Audits in PE, Science, Art, Design & Technology.	Have clear action points identified to take forward in revised Action Plan.	Health & Safety Lead		Ensure that all students can access and achieve to their potential.

Highcliffe School Accessibility Plan - 2019-2022 - Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. This plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on buildings to facilitate accessibility arrangements.

Improvement Target	Activity	Achievement
Incorporate ' accessibility ' as part of the whole school Health and Safety audits.	Work with Kevin Way (Dorset H & S officer) to review the site at the next inspection – Autumn 2022 plus intervening subject audits.	Ensure that the school's Action Plan in relation to the outcomes of inspection has an Accessibility Focus – All H&S audits.
Personal Emergency Evacuation Plan (PEEP) in place where timetabling does not allow downstairs only access to lessons for a student.	With the assistance of the Dorset Fire Advisor draw up a clear plan for the evacuation requirements of particular students – this will entail: <ul style="list-style-type: none"> • Producing a PEEP • Identifying refuge areas • Provision of training for specific Teaching Assistants 	Ensure that particular students' safety is paramount and well provided for. All stakeholders able to enter and exit all areas of the site easily and safely.

Improvement Target	Activity	Achievement
Development wheelchair accessible area for needs of particular students.	Identification of a base for use for rest and lunchtimes.	
Curriculum Area audit for physical access	<p>Audit of 'heavy' doors that need to be automatic to help wheelchair users and others whose needs mean they require adjustment.</p> <p>Installation of ramp to enable access to mobile classrooms.</p> <p>Summer 2019/ongoing</p>	Easier and more independent access to buildings.
Improve location of disabled parking	Move current provision closer to building to minimise risk and maximise independence,	Visitors, parents and students do not have to cross car/bus parking area to enter school increasing safety and independence.

Highcliffe School Accessibility Plan -2019-2022 Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Ensuring accessibility for students with visual impairment, literacy difficulties and physical adaptation needs	Plan ahead with Teaching Assistants to ensure that materials for lessons are adapted for lessons and examinations both internal and external.	Materials in lessons appropriately differentiated and available to all. Students will be able to read whiteboards, displays	Ongoing	Worksheets will be appropriate in terms of font, size, reading age and good quality print. Work will be uploaded to appropriate technologies enabling access to learning.
Availability of written material in alternative formats	The school will make itself aware of the services available through Dorset for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print or through augmented communication technology, contrasting colours.	Ongoing	Delivery of information to disabled students and parents improved.

Target	Strategy	Outcome	Timeframe	Achievement
		Papers for examination can be ordered in line with JCQ regulations.		
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All information available for all through hard copy and website.	Ongoing	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for students with visual impairment.	Get advice from HVSS on alternative formats and use IT software to produce customized materials.	All information available for all	Ongoing	Delivery of school information to students and parents with visual difficulties improved.