



Hanson Policy for School Staff

A Whole School Accessibility Plan Policy

Approved by the governing body:

Updated Feb 2020 -AWAITING APPROVAL

To be reviewed:

Next Governor's Meeting

Signed on behalf of the governing body:

Link to School Aims

The vision statement for Hanson School states:

“We explicitly celebrate diversity, whilst also understanding the central importance of a common identity and a sense of belonging for all our students. This is why we are working hard to ensure that inclusion and community are at the heart of all that we do at Hanson.”

To this end the governing body and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

Hanson School is privileged to have an Additional Resource Centre to support Hearing Impaired and Visually Impaired students. The accessibility plan seeks to make sure students who access this resource are fully included in the life of the whole school.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA) and the Disability Discrimination Act 1995 (DDA).

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

The Governing Body of Hanson School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

Aim of the plan

The aims of this statement and the Accessibility Plan are to ensure that Hanson School continues to work towards increasing the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure

and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

- improve the delivery of **written and electronic information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

Link to the School SEN Policy

Hanson School SEN policy quotes from the Disability Discrimination act which states:

“A person has a disability if he (she) has a physical or mental impairment which has a substantial and long term adverse effect on his (her) ability to carry out normal day-to-day activities.”

A disabled person is likely to have difficulties in one or more of the following:

- Mobility
- Physical co-ordination
- Manual Dexterity
- Continence
- Ability to lift, carry, move everyday objects
- Speech, hearing, eyesight
- Memory or ability to learn, or understand perception or risk of physical danger
- Certain health conditions, e.g. cancer, muscular dystrophy, degenerative conditions, diagnosed eating disorder, disfigurement"

The SEN policy further states;

“Hanson School recognizes its duty not to discriminate against disabled students and also the need to make reasonable adjustments to make sure disabled students can play a full part in the social and academic life of the school.”

Involvement of disabled people in developing a Disability Equality Scheme

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to aid in the development of this scheme by taking account of their views when making appropriate reasonable adjustments. This consultation process will be on-going.

In addition, as part of our public sector equality duty, we intend to consult with external voluntary organisations in order to further inform the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be

reported annually. Monitoring, review and evaluation will be an integral part of the scheme.

Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

Reviewing/Monitoring

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the governing body. The plan will be fully revised every three years.

Accessibility Action Plan.

1. Increasing the extent to which disabled pupils can participate in the school's curriculum.

Target	Strategy and Action	Time Frame	Resources	Personnel Responsible	Outcome
All teaching and non teaching staff are aware of particular needs of VI and HI students	Training for all staff in September staff meeting	Done in Sept 2011 and to continue each year (ongoing)	Staff time	Scott Delves-Holmes SENDCO Karen Turner ARC	Lessons differentiated to meet needs of all students
System for modification requests understood and used by all staff so that resources are produced in good time for lessons	1. Staff Briefing to remind staff of their responsibility regarding providing information for VI staff 2. Information in staff handbook 3. QA and feedback to Faculty heads regarding this	Done in Sept 2011 and to continue each year (ongoing)	Staff Time. VI support time	Scott Delves-Holmes SENDCO Karen Turner ARC	Students will have Braille content and other VI materials available for the lessons they are in.
Ensure all out-of-school activities are planned to allow for the participation of all students	Ensure trip approval documentation and risk assessments consider access for individuals with disabilities	Done in Sept 2011 and to continue each year (ongoing)	Staff time	G Lloyd in liaison with Scott Delves-Holmes SENDCO/Karen Turner ARC	All students fully able to participate in extra curricular activities

2. Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

Target	Strategy and Action	Time Frame	Resources	Personnel responsible	Outcome
All VI students are able to identify rooms and able to way find easily around school	Braille Signage on doors around school. SVCN to be put in to the authority	Done in Sept 2011 and to continue each year (ongoing)	Cost	Scott Delves-Holmes SENDCO Karen Turner ARC	Easier way finding and better identification will provide more independence for VI students.
Removal of any invisible barriers	1. Edges and corners of transparent gates in sixth form need highlighting	Done in Sept 2011 and to continue each year (ongoing)	Cost	Scott Delves-Holmes SENDCO Karen Turner ARC	A safe school for students to go around.
Improve safety for VI students going up and down stairs	1. Contrasting colours on walls behind handrails 2. Hand rails around school need to be continuous. Discussion with VI required as to where this needs to be	Done in Sept 2011 and to continue each year (ongoing)	Check if this can be put in Amey's schedule of works or put in SVCN	Scott Delves-Holmes SENDCO Karen Turner ARC	Additional independence for VI students because school is more safe.
Hearing Impaired staff able to know when the school fire alarm going off	Pagers now provided for all staff necessary	Done in Sept 2011 and to continue each year (ongoing)	£5000	Scott Delves-Holmes SENDCO Karen Turner ARC	Safe emergency evacuation
In case of emergency escape routes can all be independently negotiated by visually impaired students	Audit of all escapes routes to make sure they can be used safely by Visually impaired and other disabled students	Done in Sept 2011 and to continue each year (ongoing)		Scott Delves-Holmes SENDCO Karen Turner ARC	Independent evacuation of VI students.

3. Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Target	Strategy and Action	Time Frame	Resources	Personnel Responsible	Outcome
VI students access same information at the same time as their sighted peers	Strategy to be developed to make sure letters and student information are provided in Braille/large print at the point of delivery	Done in Sept 2011 and to continue each year (ongoing)	Staff time	Scott Delves-Holmes SENDCO Karen Turner ARC	VI students have information at the correct time.
The new School website is easily accessible to VI students	. Develop strategy in conjunction with VI team and SPT	Done in Sept 2011 and to continue each year (ongoing)	Staff time and development cost	Scott Delves-Holmes SENDCO Karen Turner ARC Darren Sayer/ Veronica Bartle	VI students at the school and other visually impaired people have full access to information on the school website
Key messages on Plasma screens need to be VI friendly	- VBB and VI team to meet to discuss protocols	Done in Sept 2011 and to continue each year (ongoing)	Staff time	Scott Delves-Holmes SENDCO Karen Turner ARC Veronica Bartle	Access to similar information by VI students.