



Policy Title	Accessibility Plan
Date ratified by Governing body	
Signed by	
Effective date	January 2020
Review frequency	Three years
Review date	January 2023
Governing Body Sub-Committee	Personal Development, Behaviour and Welfare

**The Hayfield School
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ACCESSIBILITY PLAN

Legislative background

The Equality Act 2010 states that 'schools cannot lawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'. In order to meet this requirement in the context of disability, the Act states that all schools must have an accessibility plan. They must also ensure that they are meeting their accessibility duties under the public sector equality duty and the Special Educational Needs and Disabilities (SEND) Code of Practice 2014. An accessibility plan is listed as a statutory document by the DFE in its latest guidance on mandatory policies for schools and academy trusts, issued on 17 September 2019.

This guidance should be read alongside policies on Equality, SEN and disabilities, Teaching learning and assessment and Behaviour.

Nature of accessibility plans

The plan must show the current accessibility of all areas of the site and how future access will be improved for pupils, staff and visitors with disabilities. It should also demonstrate how far the school curriculum is available to all pupils irrespective of aptitude or disability. Where disabled pupils are placed at a substantial disadvantage in either respect, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage. This must be done within a reasonable time frame and in ways that are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

The DFE's statutory advice 2014 states that a school's accessibility plan should reflect its intention in three areas in order to:

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

These three tenets form the overarching framework of any accessibility plan.

Implementation of the plan

Key starting points should be assessments of:

- The nature of the school population to whom the plan will apply.
- The nature of the school – its size, its plans and priorities, its physical structure and environment.
- The pupils already in school.
- The nature of the future intake.
- The level of staff awareness of equalities legislation.

- The presence of disabled pupils and their participation in the life of the school.
- The impact on disabled pupils' on the way in which the school is organised – for example, timetabling, school policies and practices around the administration of medicines, access to teaching and learning, school trips etc.

Involvement of disabled pupils/staff

The plan should be informed by:

- The views and aspirations of disabled pupils themselves.
- The views and aspirations of their families.
- The view of other people and organisations associated with disability.
- The priorities of the local authority (LA).

ACCESSIBILITY PLAN FOR THE HAYFIELD SCHOOL

Aims of the plan

The purpose of this plan is to show how our school intends, over time, to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils with a disability can take full advantage of their education and associated opportunities in the school community.

We are determined that all pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of adult life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

Objectives of the plan

- To ensure all disabled pupils are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work with disabled pupils and their parents or carers to create appropriate provision, including education health and care plans where relevant.
- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils.
- To meet the requirements of the Equality Act and the SEND code of practice in respect of disabled pupils.

The Equality Act 2010

Compliance with the Equality Act is consistent with our school aims and equal opportunities policy as well as our SEND policy.

The governing board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities.

All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions or exclusions, or in the provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Key staff and governors

- The member of the senior leadership team with oversight of special educational needs and disabilities is Rick Huddart (Deputy Headteacher)
- The lead member of staff is the SEND co-ordinator Graeme Routledge who is responsible for:
 - The special needs register.
 - The welfare of all SEN and disabled pupils.
 - Appropriate training for staff.
 - Ensuring that the accessibility plan is implemented.
 - Monitoring its effectiveness in meeting disabled pupils' needs.
- All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.
- A named governor is responsible for ensuring that the governing board has a termly update on SEND pupils at a Governors sub-group meeting and an annual audit and plan on the improvements achieved for disabled pupils under the accessibility plan.

Our plan is based on the three main tenets of the DFE statutory advice 2014

Increased access to the curriculum

Ideally, all areas of the curriculum should be available to all pupils, regardless of their disability. We make every effort to educate pupils with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SEND co-ordinator consults with the student and their parents about proposed flexible alternative arrangements.

The school curriculum is regularly reviewed to ensure it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.

Areas on which we intend to concentrate in include:

- *Regular training of staff on aspects of SEN and disability in the school and developing appropriate teaching and learning strategies – this is bespoke and will be organised in line with the changing cohort and key individual's needs/medical conditions.*
- *Revised awareness raising programme for all pupils about the range of disabilities in the school – investment in new EduKey Passport and Plan system and integration with SIMS allows all staff access to full SEND info on all SEND and additional needs pupils. Training on the new system took place with all staff in the Autumn term 2019*
- *Embedded mechanisms to listen to views of SEND pupils and their parents/carers and consider them in all aspects of school life: student and parent voice work is scheduled to take place in the Spring term of 2020 (as part of an annual cycle) with these responses analysed and evaluated in the Summer term 2020.*
- *Special access arrangements for internal exams – we have a rigorous system in place to assess and paint a picture of the need of pupils from Year 7, and to have formal arrangements in place for the end of Year 9, but we are trying to give all relevant pupils as much access as possible to their full access support in internal exams. From Spring and Summer terms 2020 we will have core exams for Years 7 - 9 scheduled in the main hall, with pupils who need it receiving their additional time, reading support and/or support with scribing answers. This initiative will be evaluated in the Autumn term 2020.*

Improved access to the physical environment of the school

Accessibility issues are addressed during the half-termly premises visual inspection surveys carried out by the Health and Safety Officer. Items regarding attention are notified to the school's Site Health and Safety Committee that meets once per term. Outstanding issues are dealt with by the site maintenance team or external contractors (as required). In addition an annual accessibility audit is carried out jointly by the Health and Safety Officer and the SENCO, one that is informed by the surveys referred to above.

Teachers are given advice on how to move and arrange furniture and how to manage lighting, noise and visual stimulus, etc. We also give attention to how pupils' needs can be met on school journeys and visits.

Areas on which we intend to concentrate on include:

- *Additional ramps and door fasteners: five key areas completed by end of Spring term 2020.*
- *Evacuation chairs – training of new key staff/refresher training for existing staff to take place Spring term 2020.*
- *Electronic opening and closing mechanism for external doors – costings being sought Spring term 2020 with a decision on funding and timescale taken in Summer term 2020.*
- *Customised furniture and equipment – this is personalised to the individual pupil's needs, and is bought as and when needed. We liaise closely with the Doncaster Occupational therapy service who advises on the most appropriate items to buy.*

- *External doors with low level glass panels (costed Summer 2020, but likely to be a long term ambition).*
- *Installation of an additional lift and replacement/revamp of existing lift (as and when resources allow).*
- *Disabled wet-room/shower (as and when resources allow).*

Improved delivery of information to disabled pupil/pupils

Teachers and LSA's consider the needs of each disabled pupil and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technology have diversified the ways in which all pupils receive information.

Areas on which we intend to concentrate in include:

- *Investigating DocsPlus software (and hardware to run it) to support learners with reading/processing/writing difficulties. Costings prepared Spring term 2020, with a possible purchase in the Autumn term 2020 – funding dependent.*
- *Raising awareness of font sizes and page layout for pupils with visual impairments – built into all relevant Student Passports and Support Plans (as of Spring term 2020).*
- *Readers and scribes in examinations – all in place for formal examinations for each student by end of Year 9, information collected on normal way of working from Years 6/7 transition and a picture of need created. Investment in electronic examination reader pens has taken place, and awareness/training of staff is ongoing – encourages independence of the student, not just for 11 - 16 but beyond.*
- *Coloured overlays for texts – Visual dyslexia testing kit bought. Training to take place Spring term 2020, fully in place for Summer term 2020. Awareness raising with school staff during Summer term 2020, and investment in coloured overlays.*
- *Auditing the school library to ensure the availability of large font and audio books – Summer term 2020.*
- *Auditing signage around the school – audit to take place during the Summer term 2020, so that additional or replacement signage can be installed over the summer break ready for the new academic year.*

AUDITS & ACTION PLANS

Access Audit

Date: 07.1.2020

Lead member of staff: G Routledge (SENCO)

Section 1 The school can deliver the curriculum to all children/young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children/young people. Staff are confident about meeting the needs of children/ young people with a disability.	Yes			<p>Evac chair training/refresher course.</p> <p>Duchenne training done (whole staff general and specific student teaching team).</p> <p>PDA training done (whole school and 3 specific student teaching teams.</p> <p>A lot of training is personalised to the child's individual profile and not generic labels.</p>
All school staff and the governors have had access to training on disability equality and inclusion.		Yes		All have access, but with turnover of staff and governors it is an on-going process. It's built into CPD programmes across the year.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children/young people.	Yes			Regular personalised input from NHS physio and O/T's and DMBC HI, ASCETS, and VI specialist teachers.
Positive images of people with different abilities are apparent in the classrooms and the school generally.		Yes		Greater range of images needed.

<p>Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. all children/young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children/young people.</p>	<p>Yes</p>			<p>Work within PE and Creative areas is ongoing, but different pathways are used so that all are involved and can achieve small steps of progress towards their own support plans.</p>
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<p>Lessons are responsive to diversity. Lessons allow children/young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.</p>	<p>Yes</p>			
<p>When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.</p>	<p>Yes</p>			<p>Very responsive personalised support is planned, ranging from high levels of in-class support to relatively high levels of supported time outside of the mainstream class, whether for SEMH/SEAL work or to support cognitive small steps.</p>

When renewing computer hardware and software, machines and materials are chosen to support children/young people with a disability, e.g. vocalising braille, touch screen, assistive technology.		Yes		Big renewal needed to support processing needs, and also to support independence and life skills (preparation for adulthood.) This is needed to reduce reliance on an adult to scribe – this has reduced but can reduce further with an investment in hardware and DocsPlus.
Provision of laptops or e-devices are considered to aid recording and/or communication.		Yes		See above – some effective use but limited by budget up to this point.
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	Yes			
The school links with other schools to share good practice.	Yes			Actively involved in DMBC SENCO network, and also some very strong pyramid links with feeder primary schools.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		Yes		Build into middle leader work this year.
Access Arrangements are used when appropriate to support children/young people with accessing assessments.	Yes			Effective system set up from transition/Y7 in line with JCQ guidance to show evidence of need over time. Students screened and individually assessed in the Spring/Summer terms of Year 9 so that it is set up for Y10 and KS4. New Access Arrangements policy January 2020.

The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.	Yes			
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	Yes			Termly meetings and report to governor's sub-committee.

Section 2: The school is designed to meet the needs of all children/young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children/young people including wheelchair uses.	Yes			
In considering the school budget there is a clear plan to improve access and resources for those with a disability	Yes			But dependent on budget and our capacity to be able to spend the money on our identified priorities.
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.		Yes		Plan with priorities and timescales (some very dependent on a budget increase in year 2020-21).
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Yes			
Emergency and evacuation systems set up to inform all pupils including	Yes			In line with all guidance (overseen by H&S officer).

<p>children/young people with SEND, including alarms with both visual and auditory components.</p> <p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions with a similar level of safety from the effects of fire as all other occupants.</p>				<p>NB. Evac chair training to be set up to as large a group of support staff as possible.</p> <p>PEEP's in place.</p>
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there is a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children/young people taking medication, those with limited toileting training.</p>	Yes			Intimate Care policy reviewed December 2019
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>	Yes			
<p>There is a positive attitude to the recruitment and</p>	Yes			

employment of staff with a disability and a good knowledge about the levels of support they are entitled to.				
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children/young people and advice sought from other agencies to take appropriate measures in the classroom.	Yes			Specialist staff (HI, VI, ASCETS, physio and occupational therapy) involved in selection and purchase of furniture and equipment.
The décor and /or signage is not confusing or disorientating for children/young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast VI children/young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.		Yes		Need to do an audit of this to ensure consistency of best practice. Signage is all H&S compliant.

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children/young people and prospective pupils		Yes		Working increasingly with VI DMBC service, and will take up their offer to enlarge materials for students (if given advanced notice) to a higher quality than we can produce in school.

who may have difficulty with forms of printed information.				
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	Yes			
ICT facilities are used to produce written information in different formats as appropriate.	Yes			
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational/ Physiotherapist's speech and language therapists, school nurses, Health visitors...</p>	Yes			<p>Awareness tends to be done via the SEND team in school, whether via briefings, emails, or via the SEND information system and the students own Passport and Support Plan. This takes place on an on-going basis each week, and tends to be personalised to each child, though some generic training does take place.</p>