

Heartlands Community Trust
Heartlands High School (& The Grove)

Accessibility Policy and Plan

Approved By	Finance & Resources Committee on September 2017	
Reviewed By	Finance & Resources Committee on September 2018	
Signed	Elen Roberts Headteacher Simon Garrill Executive Headteacher	Joe Dilger Chair of Directors

Accessibility Policy and Plan

Introduction

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled students

The Policy

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objectives

To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the Trust community for students and prospective students with a disability.

To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical.

The DDA specifies that an Accessibility Plan should make provision for:

- increasing the extent to which disabled students can participate in the Trust curriculum
- improving the physical environment of the Trust to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication.

Principles

The Trust recognises its duty to:

- ensure that compliance with the DDA is consistent with the Trust's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other Trust policy that has a focus and impact on it's disabled students, staff and parents/carers
- not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services.
- not treat disabled students, staff and parents/carers less favourably
- take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage.
- publish an Accessibility Plan (detailed herein as follows).

The Accessibility Plan

The plan is detailed – (see Appendix A) and summarised below

- In performing their duties, Trustees, members of the Board and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002);
- The Trust recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality
- The Trust provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles, promoting the development of a more inclusive curriculum:
- setting suitable learning challenges
- responding to students' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of students.
- Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

Activity

This section outlines the main activities and facilities which the Trust already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives.

a) Education and related activities

The Trust already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The Trust will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis.

b) Physical environment

The Trust has in place full disabled access to all its facilities and has ensured that such access has been maintained in its recent development of additional teaching spaces. Full access is also in place to all external parts of the Trust's site. The Trust has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been a best practice in the past, the Trust will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes

c) Provision of information

The Trust will make itself aware of local services, including those available through the LA, for providing information in alternative formats when required or requested.

Policy Review

This policy has been adopted by the Governing Board and is approved biennially by the full Board unless a significant change requires agreement outside of this timescale. In the meantime it is reviewed as necessary by the SLT and the Headteacher, and any resultant changes other than minor clarifications or amendments will be brought to the attention of the Board.

Appendix A

Heartlands Community Trust – Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the, students, parents, staff and approved by the Board of the Trust and covers the period from September 2017 to September 2018.
2. At HCT we are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. HCT is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the Trust, though will continually strive to ensure this is both prioritised and taken into account when considering future developments.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school including facilities provided within the classroom;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
 - Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work.
4. Currently there are no Action Plans, relating to these three key aspects of accessibility. But this will be reviewed and adjusted on an annual basis.
 5. It is acknowledged that there will be need for ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.
 6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality & Diversity
 - Health & Safety
 - SEN Policy
 - Behaviour for Learning.
 - Equal Opportunities
 - Safeguarding
 7. Any Action Plan for physical accessibility may include for works that the Trust is unable to undertake during the life of this first Accessibility Plan through funding caution and/or identification of other Trust funding priorities and as such some items may roll forward into subsequent plans. At all times where fully desired works are not achievable, the Trust will look to make reasonable adjustments short of the full works if this is deemed possible.
 8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The Trust prospectus and its website will also make reference to this Accessibility Plan.
 9. The Trust will be particularly alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 12 each year as well as in-year entrants where accessibility issues may arise.
 10. The Plan will be monitored through the Finance & Resources Committee.

An Access Audit was carried out by the HT and SBM in Sep 2014. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Mark steps with black trends or yellow highlighting paint in the following areas: Central Forum Woodland walk fire route	Actioned Aug 17	£600
2.	Internal Stairs	All stairs have anti slip trends highlighted in black or white Lights to be replaced	At initial build of school. If trends become faulty action will be taken to repair	Quotes to be obtained
3.	Wheelchair access	The school building has three lifts. Two can be accessed by ground floor through reception cloakroom to be sought	At initial build of school.	£2850 per annum
4.	Lighting	Lighting is provided internally and externally across the whole school site.	At initial build of school.	£2,500 as part of annual maintenance for site
5.	Fire Exit Door	All labelled and serviced	At initial build of school.	£3,500 annual inspection carried out as part of annual maintenance

Action Plan A – Physical Access to Heartlands High School Building

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							HCT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	Low	None	Ongoing		x
2	Wheelchair access to main school building	School site enables wheelchair users to access playground independently all routes must be safe at all times	In place already	Low	None	Ongoing		x
3	Disabled parking	Spaces provided	In place already	Low	None	Ongoing		x
4	Disabled Toilet	In place on all levels of the building.	In place already	Low	None	Ongoing		X
5	Changing and Shower facilities	On level 1, 2 & 3	In place already	Low	None	Ongoing		x

Action Plan B – Improving Curriculum Access for The Grove

Ref	Current capability	Recommendations	Time Scale	Priority	Cost	Date to be Completed	Responsibility	
							HCT	School
1	Differentiation for students is integral to student's learning. Differentiated learning objectives are identified within the PLP.	SLT to monitor quality of differentiation and provision for all pupils.	Summer Term 2019	Med	SLT release costs	Sept 18		X

2	Interventions are implemented for students who are making slower than expected progress.	Deputy Headteacher to audit all interventions and their success/impact on progress. Provision mapping to be implemented to track all intervention work, including therapeutic programmes.	Summer Term 2019	High	Resourcing costs of identified areas to develop	July 19		X
3	Classroom environments are organised to promote the participation and independence of all pupils	Learning walks and quality assurance processes include monitoring of environments and resources to ensure lessons are planned to meet the needs of all pupils in the class.	Summer Term 2019	High	Possible resource implications where gaps are identified	July 19		X
4	Class teachers have a detailed induction around autism and related conditions. Admissions of new students through taster sessions, liaison with families and professionals and records checking identifies needs which supports preparation and planning.	On-going training for staff in understanding and accommodating a range of difficulties as a result of autism and related SEN	on-going	High	Teacher release costs for transitions and home visits	on-going		X
5	Highly skilled staff with a strong understanding of the field of autism. Recognised through accreditation through Autism accreditation.	A continuous drive to be innovative in practice and approaches in the field of autism research and development. Training for staff in PDA	on-going	High	Cost of external courses for staff	April 19		X
6	Specialist staff support the teaching and learning of comorbid needs such as ADHD, Dyslexia, Dyscalculia, Dyspraxia, OCD etc	Identify training needs for particular students as they are admitted.	As required	Med	MDT and EP service release	on-going		X
7	The school has Speech and Language Therapist assigned and IT provision help to give access for Speech Impairment Staff use Makaton signing	No specific BSL - training as required for HI students. Link with Blanche Nevile School. Any VI students - resources could be adapted.	As required	Low	None	on-going		X

8	Advice from MDT to support poor manual dexterity. Access to laptops as a writing tool. Access arrangements for scribes.	Additional training for staff from school OT on programmes and equipment aids	As required	Low	None	on-going		X
9	Disability access through building provides for poor physical mobility	Some room layouts would need to be adjusted and equipment modified. Training and support from physiotherapy team in equipment and environment adaptations.	As required	Low	None	on-going		X

Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							HCT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable	on-going and as requested		X
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats published on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable	April 2019		x

