

Accessibility Plan 2021-22

Written: October 2020
Next Review: October 2022
Person Responsible: Principal

This plan is in three parts:

- 1 – Disability and the Law
- 2 – Self-Audit for Accessibility
- 3 – Accessibility Plan

1. Disability and the Law

The Equality Act 2010 prohibits discrimination against people with the protected characteristics that are specified in section 4 of the Act. Disability is one of the specified protected characteristics. Protection from discrimination for disabled people applies to disabled people in a range of circumstances, covering the provision of goods, facilities and services, the exercise of public functions, premises, work, education and associations. Only those people who are defined as disabled in accordance with section 6 of the Act, and the associated Schedules and Regulations made under section, will be entitled to the protection that the Act provides.

Main elements of the definition of a disability

The Equality Act defines a disabled person as a person with a disability. A person has a disability for the purposes of the Act if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that, in general:

- the person must have an impairment that is either physical or mental;
- the impairment must have adverse effects which are substantial (substantial is more minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed);
- the substantial adverse effects must be long-term (long-term means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection);
- the long-term substantial adverse effects must be effects on normal day-to-day activities.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgia encephalitis (ME)/ chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;
- autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some self-harming behaviour;
- as a result of an injury to the body or brain.

At Helen Allison School

- All pupils meet more than one of the above criteria. All pupils have an Education, Health and Care Plan (EHCP).
- The school meets the needs of each individual through a personalised, integrated curriculum of education and therapeutic input, based on a range of multi-disciplinary assessments. These assessments are used to assist professionals in the setting of appropriate targets.
- We prioritise meeting the physical needs of pupils, alongside providing support for effective learning and communication. This enables pupils to have as much independence as possible, through making their needs and wishes known and through supporting their choices wherever possible.
- We work within the Disability Discrimination Act 2010 terms, and ensure that pupils' targets and needs are reviewed at least every half-term by teaching staff, in conjunction with parents, carers and therapists as part of our multi-disciplinary meetings.

2. Self-Audit for Accessibility Main site – October 2022

	Yes	Some	No
Curriculum			
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		✓	
Ensure that teachers, therapists and support staff have the necessary training to effectively teach and support the pupils.	✓		
Classrooms are optimally organised to suit the needs of the pupils.	✓		
Lessons provide opportunities for all pupils to achieve.	✓		
Lessons involve work to be done by individuals, pairs, groups and whole classes.	✓		
Lessons are responsive to pupil diversity.	✓		
Pupils are encouraged to take part in music, drama and physical activities.	✓		
Staff recognise and allow for the mental effort expended by pupils, e.g. visual location, time to process.	✓		
Staff recognise and allow for the additional time required by pupils to use equipment during practical work.	✓		
Staff provide alternative ways of providing access to experiences, or understanding for pupils who cannot engage in particular activities, for example some forms of exercise during physical activities.	✓		
The school provides access to computer technology appropriate for pupils with disabilities.		✓	
School visits are made accessible to all pupils irrespective of attainment or impairment.	✓		
There are high expectations of all pupils.	✓		
Staff seek to remove all barriers to learning and participation.	✓		
Physical Surroundings:			
The size and layout of all areas, including academic, sporting, play and social facilities allow access for all pupils.		✓	
Wheelchair users can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.		✓	
Pathways of travel around the school site and parking arrangements are safe, with logical, well-signed routes.	✓		
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities' including alarms with both visual and auditory components.		✓	

Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		✓	
Areas to which pupils have access are well lit e.g. the car park particularly for the winter months.	✓		
Steps are made to reduce background noise for hearing-impaired pupils, such as considering a room's acoustics and the use of noisy equipment.	✓		
Furniture and equipment are selected, adjusted and located appropriately.	✓		
Access to the Written Word			
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information.	✓		
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, use of projectors and describing diagrams.	✓		
Facilities such as ICT are used to produce written information in different formats.	✓		
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.	✓		

Action needed from above assessment:

Curriculum:

- Conduct an IT audit to look at enhancing current levels of ICT available within the school.
- Consider purchasing software to enable increased accessibility for children with specific learning / motor difficulties e.g. Clicker8 and voice to text software.
- Keep abreast of current developments in AAC for Clinical Teams to advise accordingly.

Physical Surroundings:

- Take steps to improve all areas of the school and outside areas to improve accessibility to those with limited mobility, including wheelchair users. Work with site team and Business Manager to assess the site and address issues.
- Look into the possibility of updating the emergency evacuation systems so that they have both visual and auditory capabilities.

Access to the Written Word:

- Ensure that all written information intended for pupils and visitors is made accessible in a range of formats, appropriately differentiated.

3. Accessibility Action Plan – Main site

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability.	<p>Our school differentiates the curriculum as required to meet student needs.</p> <p>Differentiation is supported through close liaison between education staff and the onsite Clinical Team.</p> <p>Universal and targeted autism specific strategies and interventions are embedded as required to meet student needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure curriculum documentation meets our students needs and enables teachers to plan effectively.</p> <p>Ensure inclusive and positive range of resources in school.</p> <p>All students to have specialist strategies and interventions required for their needs.</p>	<p>Review of curriculum.</p> <p>Audit Curriculum resources and Library to ensure they include examples of people with disabilities, reflect positive gender images and are representative of a multicultural society.</p> <p>Audit individual pupil needs as per EHCP/annual review target setting.</p>	<p>Assistant Principal Teaching and Learning</p> <p>Assistant Principal Teaching and Learning/ English Lead /SENCO</p> <p>Education staff and onsite Clinical Team.</p>	<p>October 2022</p> <p>October 2022</p> <p>Annually when individual EHCP's are reviewed.</p>	<p>Curriculum strengths and weaknesses identified and action plan.</p> <p>Resources in school up to date and inclusive.</p> <p>Students to have access to required specialist strategies and interventions.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p> <p>NB: There are a number of limitations presented by the structure of the building.</p>	<p>The environment is adapted to the needs of students as required, eg. personalised learning space, sensory areas.</p> <p>The school has a range of specialist rooms and outdoor spaces.</p> <p>The school has disabled toilet facilities.</p> <p>Corridors are wide and easy to move through.</p> <p>Portable ramps are available.</p> <p>Disabled parking has been clearly defined.</p> <p>The pedestrian path leading to the school reception has been resurfaced and sloped towards the door.</p> <p>A ramp has been installed allowing wheelchair access from the secondary playground to the sensory garden.</p>	<p>Ensure students have access to a variety of calming spaces.</p> <p>Ensure students have access to areas of the school to support their educational and social development needs.</p>	<p>Continual audit of the building accessibility.</p> <p>Improve wheelchair accessibility.</p> <p>Current access to the field is via the sensory garden. The installation of a ramp from primary to field would improve accessibility.</p>	<p>Site Supervisor Business & Finance Manager</p>	<p>Ongoing</p> <p>October 2022</p>	<p>Students have a range of spaces across school to use for therapeutic purposes.</p> <p>All areas of the school accessible to students, staff and visitors.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
Continue to improve the delivery of accessible information to disabled students and visitors.	<p>Our school uses a range of communication methods as required to ensure information is accessible such as pictorial or symbolic representations.</p> <p>We reinforce Safeguarding and Behaviour procedures in a variety of formats including safeguarding assemblies, embedding within the curriculum, external professionals, eg. Local Prevent Team deliver sessions to pupils and online safety days.</p> <p>Delivery of accessible information is supported through close liaison between education staff and the onsite Clinical Team.</p> <p>The school can supply information to parents and stakeholders in different formats on request.</p> <p>The school site is visually labelled to promote student's understanding.</p>	Development of parents' understanding of online safety.	Through PFA undertaking online safety training and information being shared by MCAS and School Website.	DSL		All students, parents, staff and visitors understand information relevant to them.

	<p>Visual fire safety notices are up to date and accessible.</p> <p>Visitor information is provided in an accessible format.</p> <p>The school website is audited monthly and any relevant updates actioned.</p> <p>Signage within school and entrance area is reviewed and updated to provide information to visitors and parents.</p>					
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Self-Audit for Accessibility the Hub site – October 2022

	Yes	Some	No
Curriculum			
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		✓	
Ensure that teachers, therapists and support staff have the necessary training to effectively teach and support the pupils.	✓		
Classrooms are optimally organised to suit the needs of the pupils.	✓		
Lessons provide opportunities for all pupils to achieve.	✓		
Lessons involve work to be done by individuals, pairs, groups and whole classes.	✓		
Lessons are responsive to pupil diversity.	✓		
Pupils are encouraged to take part in music, drama and physical activities.	✓		
Staff recognise and allow for the mental effort expended by pupils, e.g. visual location, time to process.	✓		
Staff recognise and allow for the additional time required by pupils to use equipment during practical work.	✓		
Staff provide alternative ways of providing access to experiences, or understanding for pupils who cannot engage in particular activities, for example some forms of exercise during physical activities.	✓		
The school provides access to computer technology appropriate for pupils with disabilities.		✓	
School visits are made accessible to all pupils irrespective of attainment or impairment.	✓		
There are high expectations of all pupils.	✓		
Staff seek to remove all barriers to learning and participation.	✓		
Physical Surroundings:			
The size and layout of all areas, including academic, sporting, play and social facilities allow access for all pupils.	✓		
Wheelchair users can move around the school without experiencing barriers to access, such as those caused by doorways, steps and stairs, toilet facilities and showers.	✓		
Pathways of travel around the school site and parking arrangements are safe, with logical, well-signed routes.	✓		
Emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities' including alarms with both visual and auditory components.		✓	

Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		✓	
Areas to which pupils have access are well lit.	✓		
Steps are made to reduce background noise for hearing-impaired pupils, such as considering a room's acoustics and the use of noisy equipment.	✓		
Furniture and equipment are selected, adjusted and located appropriately.	✓		
Access to the Written Word			
Information is provided in simple language, symbols, large print, on audiotape or in Braille for pupils or prospective pupils who may have difficulty with standard forms of printed information.		✓	
Ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud, use of projectors and describing diagrams.		✓	
Facilities such as ICT are used to produce written information in different formats.		✓	
Ensure that staff are familiar with technology and practices developed to assist people with disabilities.		✓	

Action needed from above assessment:

Curriculum:

- Conduct an IT audit to look at enhancing current levels of ICT available within the school.
- Consider purchasing software to enable increased accessibility for children with specific learning / motor difficulties e.g. Clicker8 and voice to text software.
- Keep abreast of current developments in AAC for Clinical Teams to advise accordingly.

Physical Surroundings:

- Look into the possibility of updating the emergency evacuation systems so that they have both visual and auditory capabilities.

Access to the Written Word:

- Ensure that all written information intended for pupils and visitors is made accessible in a range of formats, appropriately differentiated.

Accessibility Plan – The Hub site

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability.</p>	<p>Our school differentiates the curriculum as required to meet student needs.</p> <p>Differentiation is supported through close liaison between education staff and the onsite Clinical Team.</p> <p>Universal and targeted autism specific strategies and interventions are embedded as required to meet student needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Ensure curriculum documentation meets our students needs and enables teachers to plan effectively.</p> <p>Ensure inclusive and positive range of resources in school.</p> <p>All students to have specialist strategies and interventions required for their needs.</p>	<p>Review of curriculum.</p> <p>Audit Curriculum resources to ensure they include examples of people with disabilities, reflect positive gender images and are representative of a multicultural society.</p> <p>Audit individual pupil needs as per EHCP/annual review targets.</p>	<p>Senior Assistant Head</p> <p>Senior Assistant Head / English Lead</p> <p>Education staff and onsite Clinical Team</p>	<p>October 2022</p> <p>October 2022</p> <p>Annually when individual EHCP's are reviewed.</p>	<p>Curriculum strengths and weaknesses identified and action plan.</p> <p>Resources in school up to date and inclusive.</p> <p>Students to have access to required specialist strategies and interventions.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of students as required, eg. personalised learning spaces, sensory areas.</p> <p>The Hub has a range of specialist rooms and access to outdoor space.</p> <p>The Hub has disabled toilet facilities.</p> <p>Corridors are wide and easy to move through.</p> <p>Disabled parking is clearly defined.</p> <p>The Hub is on one level.</p>	<p>Ensure students have access to a variety of calming spaces.</p> <p>Ensure students have access to areas of the school to support their educational and social development needs.</p>	<p>Continual audit of the building accessibility.</p>	<p>Site Supervisor Business & Finance Manager</p>	<p>Ongoing</p>	<p>Students have areas they can access for therapeutic purposes.</p> <p>All areas of the Hub are accessible to students, staff and visitors.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<p>Continue to improve the delivery of accessible information to disabled students and visitors.</p>	<p>Our school uses a range of communication methods as required to ensure information is accessible such as pictorial or symbolic representations.</p> <p>We reinforce Safeguarding and Behaviour procedures in a variety of formats including safeguarding assemblies, embedding within the curriculum, external professionals, eg. Local Prevent Team deliver sessions to pupils and online safety days.</p> <p>Delivery of accessible information is supported through close liaison between education staff and the onsite Clinical Team.</p> <p>The school can supply information to parents and stakeholders in different formats on request.</p> <p>The school site is visually labelled to promote student's understanding.</p> <p>Visual fire safety notices are up to date and accessible.</p>	<p>Development of parents' understanding of online safety.</p>	<p>Through PFA undertaking online safety training and information being shared by MCAS and School Website.</p>	<p>DSL</p>		<p>All students, parents, staff and visitors understand information relevant to them.</p>

	<p>Visitor information is provided in an accessible format.</p> <p>The school website is audited monthly and any relevant updates actioned.</p> <p>Signage within school and entrance area is reviewed and updated to provide information to visitors and parents.</p>					
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