

## **Accessibility Plan**

### **Accessibility Plan 2018-2019**

#### **Purpose of Plan**

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

#### **Definition of disability**

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 Aims**

To increase and eventually ensure for students with a disability that they have:

- total access to The HLC environment, curriculum and information and
- full participation in the school community.

#### **Principles**

- Compliance with the Equality Act is consistent with HLC's aims and equal opportunities policy and SEN information report.

- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and 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
- In performing their duties governors have regard to the Equality Act 2010 HLC
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- We aim to provide all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

We intend to:

- Ensure that no student is disadvantaged if they have to attend appointments related to their condition by providing catch up sessions either through the teaching staff or in the Learning Support Base.
- Ensure that opportunities are provided and sought out, wherever possible, so that our students can succeed in a settings other than in school.

### **Improving access to the physical environment of the school**

We intend to:

- Work closely with the Sensory Inclusion Service to provide opportunities for students to have instruction in the latest innovations to support their condition.
- Ensure that a robust buddy system operates for those students who need to use the lifts or wheelchairs.
- Ensure that the height adjustable tables are in position at the beginning of the school year and available to all

## Improving the delivery of written information to disabled pupils

We intend to:

- Text parents of all students rather than rely on letters being placed in bags.
- Ensure that we are able to offer recorded material through the Icloud for easy access at home.
- To ensure accessibility of the school website

## Financial Planning and control

The headteacher, SLT and the Finance Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
To provide enjoyment; achievement and wellbeing for all.	Provide safe places at lunch and break times for vulnerable students. Provide the Learning Support Base for catch up sessions for all. Provide an increasing number of after school clubs that provide opportunities to be together socially, sharing a common interest.	LR and Lead LSAs.LSA team	Short term	October 2018	
To value the diversity of our community and to maintain a culture of mutual respect in which all	Citizenship lessons to provide the framework for discussion and exploration of mutual respect. Ethics, Morals and Philosophy lessons to support as above.	SLT	Short term	October 2018	

members work positively together and support one another.					
To actively seek to provide equal opportunities for all to succeed, removing barriers to access and participation in learning.	Provide personalised approach, which informs the provision of equal opportunities. Work experience suited to need.	SLT	Short term	October 2018	
To work actively to support children and families who are disadvantaged and children who are looked after so that deprivation will not be a barrier to achievement or wellbeing.	Participation in trips to be supported. LAC Lead to represent children at in school planning meetings.	SLT DG	Short term	October 2018	

**Access to the physical environment - statutory**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
To provide opportunities for students to have instruction in the latest innovations to support their condition.	Work closely with the Sensory Inclusion Service	LR	Short term	Dec 2018	
Ensure that a robust buddy system operates for those students who need to use the lifts or wheelchairs.	Buddy system to be put in place.	LSB staff to lead.	Medium term	April 2019	
Height adjustable tables available to all students who need them from the beginning of the year.	<ul style="list-style-type: none"> <li>Work with timetable to ensure all students who need the tables are timetabled in the same room.</li> </ul>	LR and timetable.	Long term.	July 2019	

**Ensuring inclusion in the school community**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Children who are transgender; gay or bisexual feel supported in our HLC community	To provide an LBGTQ Society to meet weekly.	LR	Medium term	Nov 2018	
Children with mental health issues feel that school is a place where they can explore their mental health needs and feel safe, equally it will a place where they will be listened to in a non judgemental way.	To ensure the SEMH Leads have sufficient time to respond to need. To implement the Time to Talk programme. To add one member to the team from the current LSA team.	LR SEMH Leads.	Short term	Decemebr 2018	

<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Ensure that no student is disadvantaged if they have to attend appointments related to their condition.	Provide catch up sessions either through the subject teaching staff or in the Learning Support Base in liaison with the teaching staff.	All staff. LSB staff to lead.	Short term	Decemb 2018	Staff to be made aware of students who regularly attend appointments by LSB staff and catch up formalised by checking what needs to be caught up
Ensure that opportunities are provided and sought out, wherever possible, so that our students can succeed in a settings other than in school.	Provide opportunities to work with Alternative Providers.	LR and MH	Long term	Ongoing .	

<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
Students will be able to Access information and use text to speech facilities at home.	Ensure that we are able to offer recorded material through the Icloud for easy access at home.	CK	Long term	July 2019	
Parents will be able to access the website	Website to have a text to speech option	CK	Long term	July 2019	
Parents and students can use available assistive technology to access information from school.	Use of text message rather than letter to inform parents to allow the use of text to speech function.	Admin team.	Short term	Nov 2018	