

North Huddersfield Trust School

Accessibility Plan

Date Policy Written:	January 2017
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Introduction

School Ethos, Vision and Values

At NHTS we are committed to ensuring equality of education and opportunity for disabled students and staff.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life.

We believe in positive interventions, removing barriers to learning and raising the expectations of all our students.

This Accessibility Plan has due regard for the requirements as set out in the following legislation:

- SEN and Disability Act 2001 (SENDA)
- Disability Discrimination Act 2005 (DDA)
- Equality Act 2010

The planning duties of the DDA make three requirements of the Governing body which are:

- To increase the extent to which disabled students can participate in the school curriculum.
- To improve the environment of the school to increase the extent to which disabled students can take advantage of education and associated services where appropriate.
- To improve the delivery to enrolled disabled students of information which is provided in writing for students who are not disabled.

Admissions

Our Admissions Policy does not discriminate against disabled students. We will make reasonable adjustments to ensure that the school environment is as accessible as possible.

Students with an EHCP or Statement of Special Educational Needs can apply for a place here via the usual Kirklees Admissions Policy with the help of their SEND department. Any request is then passed to the school to consider and advise whether we can meet the student's specific needs.

We encourage any parent/carer applying in this way to provide as much current and detailed information to the school with their application. This will allow the school to fairly assess its ability to meet their individual needs.

The school has a well-established and successful process of transition for all students from primary schools into secondary as part of the wider transition process.

The Inclusion Context

Defining Disability

The school is committed to a view of disability that is often described as the 'social model'. This takes as its central premise the belief that an individual who has a physical, sensory or mental impairment can be more disabled or less disabled by the physical and social environment that is around them.

The Equality Act 2010 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.

According to the Disability Discrimination Act, any impairment is treated as something which affects a person's ability to carry out normal day-to-day activities, only if it affects one or more of the following:

Mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech, hearing or eyesight, memory or ability to concentrate, learn or understand and perception of the risk of physical danger.

The Disability Discrimination Act 2005 has extended the definition of disability to include people with HIV, multiple sclerosis and cancer from the point of diagnosis. Individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”; although the person must still demonstrate a long-term and substantial adverse effect on his/her ability to carry out normal day to day activities. NHTS recognises the importance of involving disabled people fully in the development of our Disability Equality Scheme.

Disabled Staff

We ask all staff to identify any barriers that affect them and how we can plan to overcome them. The information is recorded in the personnel records.

Physical Environment

The school consists of two main buildings on a large site. The buildings are mostly three storey construction. There are no internal lifts.

What we currently provide for the disabled in terms of buildings are:

- Two disabled toilets for people with a disability in the main school building on the ground floor. There is also a shower facility on the ground floor
- Two Vimec Easy Moving wheelchair stair lifts around the site; one from the canteen and one into Technology so enabling access to all of the ground floor.
- Ramp to Front Door
- Ramp to Theatre
- Automatic door into Reception

- Two designated Parking Bays for people with a disability

The School Context

NHTS is a multi-cultural secondary school in the maintained sector. It caters for boys and girls aged between 11-16 years.

To help make the curriculum accessible we offer:

- Individual, Local Authority funded support for students with an Education Health & Care Plan (EHCP).
- Individual and small group support from outside agencies.
- Individual & small group support delivered by our own teaching assistants within the SEND department.
- Mentoring on a 1:1 basis for identified students.
- Whole staff training on differentiation, teaching strategies and teaching styles.
- Regular reviews to ensure access to the KS3 and KS4 curriculum.
- Period 6 homework support after school.
- Extra literacy and numeracy support for identified students predominantly in KS3.
- Individual pathways for students in Years 9, 10 and 11.
- School nursing service drop-ins and appointments available to all students.
- Student Welfare Officer Service.
- Beyond EARs listening service available to all students.
- Small group sizes for less able students in core subjects.
- Work related activity days for year 10 students.
- Work experience week for Year 10 students. (Some have the option of 2 weeks if they find their own placement)
- Personalised curricula, as deemed appropriate, internally as far as possible.
- Home and hospital support – children eligible for support when they have been absent from school for a considerable amount of time due to injury or illness.
- Timetable adjustments when deemed appropriate.
- Application for access arrangements to exam boards where needed.

Monitoring

This scheme will be assessed for impact in the following ways:

- Analysis of achievement data
- Analysis of attendance
- Formal and informal consultation with stakeholders (staff, students, parents/carers)
- Annual formal review of statemented students or those with EHCPs
- Consultation with School Council

Links to other relevant school policies

- SEN Policy
- Equality Policy
- Supporting Students with Medical Conditions Policy
- Behaviour Policy
- Curriculum Policy
- Attendance Policy
- Medical Needs Policy

Annual reports/updates will be provided for Governors.

Our Action Plan

The school recognises its duty to promote disability equality and is committed as far as possible to the equal inclusion of all students in all areas of school life. This Accessibility Plan has been produced dividing the actions into four categories.

1. Premises and Environment
2. Policies and Initiatives
3. Using data to ensure inclusion and impact
4. Access to the Curriculum

North Huddersfield Trust School Accessibility Plan

	Activity/resources	Responsible	Timescale	Outcome/comments
Collecting views to inform plan	Collect views of pupils on SEND register and Medical Register through pupil interviews and/or reviews.	MRO, LKN	<p>In place and ongoing</p> <p>June-July 2017</p> <p>EHCPS as per calendared schedule kept by SEND administrator</p> <p>Full reviews of SEND support plans are conducted as follows:</p> <p>Y7 September-October 2016</p> <p>Y11 November – January 2017 (ready to transfer)</p>	<p>Initial data collected prior to transition and updated as required throughout the year</p> <p>Re: SEND reviews. In addition to these full reviews, informal reviews take place additionally over the course of the year.</p>

			<p>Y9 February- March – prepared for exam concession testing</p> <p>Y8 April- May</p> <p>Y10 May - June</p>	
	<p>Send out/collect in questionnaires to parents.</p>	<p>HAD, LKN and YT</p>	<p>Ongoing</p> <p>Parents' Evenings:</p> <p>Sept – KS3 Settling-in Evening</p> <p>Oct – Year 10 Settling-in Evening</p> <p>Dec – Year 11 parents' evening</p>	<p>Questionnaire on admissions application and Year Teams during calendared parent evenings. Support is given to families with EAL or other difficulties as required to fill in the questionnaire</p>

			<p>Jan – Year 9 parents' evening</p> <p>Feb – Year 9 Options evening</p> <p>Mar – Year 8 parents' evening</p> <p>May – Year 10 parents' evening</p> <p>June – Year 7 parents' evening</p> <p>July - Common Transfer Evening</p>	
	<p>Revise admissions pack to include questions for parents of children with disability/medical conditions.</p>	<p>HAD</p>	<p>Ongoing – continually reviewed</p>	<p>Admissions application form updated continuously to account for any changes.</p> <p>Health Plans in place and updated annually unless circumstances change</p>

				Risk assessments carried out as needed
	Collect views of disabled users of school with a specific focus on communication. Direct contact with known parents. We have deaf/mute parents and wheelchair parents.	All staff particularly: MRO, LKN, YT	In place and ongoing MRO during parents' evenings and SEND reviews Year 7 – 22.06.2017 Year 8 – 16.03.2017 Year 9 – 19.01.2017 Year 10 – 11.05.2017 Year 11 - 15.12.2017	Families are contacted when there is any change to health status to ensure accessibility and health and safety requirements are met
	Keep staff updated in terms of information sharing, training and collection of their views.	MRO, LWR	In place and ongoing MRO during calendared fortnightly ETA meetings Mondays Week 1. Minuted by SENDCO administrator. Staff training delivered March 2017	Staff are aware of the disabilities of students on roll and make appropriate accommodation within their roles. ETAs meet fortnightly and voice recommendations as appropriate. MRO gives CPD periodically

	Discussion with parents and students at Parent's Evenings, support plan reviews, etc.	All Teaching Staff	In place and ongoing. Please see dates above	Any special access or other requirements needed arranged. Translators and signers as needed.
	Include question on parents evening questionnaire relevant to those who have children with a disability	PL	See parents evening dates above.	

	Activity/resources	Responsible	Timescale	Outcome/comments
Premises and Environment	The school buildings are part of a PPP with SPIE. Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas – playground, field, walkways into school	NBO & Premises Team and premises management company.	Daily checks by caretaking staff on grounds/access routes into and throughout school/floor condition/water/heating/ lighting/toilets & changing facilities/windows/pool checks. School staff check their working area daily. Weekly checks by caretaking	Any faults reported to the premises team and responsibility is assigned to the appropriate partner to rectify (premises management company or school). Day to day faults have specific timeframes in which to be addressed by the premises management company as stated within the PPP contract.

			<p>staff: fire alarms/full boiler check.</p> <p>Monthly checks by caretaking staff: disabled lifts/full zone checks/emergency lighting/fire extinguishers/fire doors/window furniture/plant room/water testing.</p> <p>Half-termly checks by caretaking staff and school premises staff: full walk of site (internal and external) to identify any defects, faults or issues.</p> <p>Annual fire risk assessment by premises management company.</p> <p>Annual checks by LA/premises management company: full premises and grounds</p>	<p>Faults as a result of an audit are RAG rated and assigned accordingly with timescales for completion of works.</p> <p>Report produced and any issues or faults are assigned and prioritised to premises</p>
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			conditions survey in the autumn term. The school also undertakes a full survey in the autumn term to establish our needs in readiness for the life-cycle works.	management company or school to action. Report produced identifying the high priority areas for premises work to be undertaken as part of the PPP contract.
	Consider as part of the audit the provision of ramps, lifts and improvements to doorways; the provision of furniture and apparatus to improve access.	NBO & Premises Committee and premises management company	As legislation changes the school receives notification from the LA and/or premises management company.	Any resulting changes are assigned to the appropriate partner and the works undertaken as soon as possible.
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school's budget and in agreement with premises management company.	NBO & Premises Committee, LA and premises management company	Half-termly premises management meetings to discuss health and safety/ issues/future plans/legislative changes and any forthcoming works or projects to ensure we meet legislation.	Research undertaken to ensure we are providing a safe and accessible environment for all stakeholders. Any work undertaken is through the premises management company to ensure we are in compliance with legislation.

Policies and initiatives	Activity/resources	Responsible	Timescale	Outcome/comments
	Include information and key documents on school website/learning platform and keep updated.	LTA and LWR	Reviewed monthly	Compliance with statutory obligations is checked at least termly
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc.; look at ways of reducing communication barriers for those with visual impairment or dyslexia and translate for students who have English as a second language	MRO, All Staff	<p>Reviewed Autumn term 2016. Turkish translation of SEND and EAL leaflet to be available by end of April 2017.</p> <p>Albanian to be available by May 2017.</p> <p>Italian to be available by April 2017.</p> <p>School brochure to be available in Polish and Urdu.</p>	<p>Leaflets explaining EAL and SEN provision already exist and are in use in a number of languages.</p> <p>Special/tailored T&L materials are supplied to students as required. Eg coloured overlay, special exercise books with wide feint/ coloured pages et cetera.</p> <p>On track for April 2017.</p>
	Include aspects of Disability in school assemblies, PSHCE lessons and drop down days	PL, RAR, GDE, All Staff	<p>In place and ongoing</p> <p>Year 10 DDD – 30.03.2017 Disability Awareness</p>	Students are aware and respectful of difference

			Year 11 DDD – 20.01.2017 Conflict Resolution, College Applications, Sexual Consent & Record of Achievement	
	Curriculum areas show awareness and sensitivity to the needs of pupils with disabilities and promote their equality through the curriculum and highlight successful role models in society.	All teachers; especially PL and House	In place and ongoing Curriculum Audit – January 2017	
	Improve the delivery of written 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.	SLT, LWR, Office Admin	In place and ongoing Where a parents disability is highlighted to us, adaptations to communications are made accordingly. Continuously reviewed on each new admission.	Translate facility is in place on the school website.
	Review of other linked policies according to policy timeline: <ul style="list-style-type: none"> Equality, Diversity and Community Cohesion Policy 	SLT and governors	Equality, Diversity & Community: Feb 2017	

	<ul style="list-style-type: none"> • Educational Visits Policy • Disability Equality Scheme 		<p>reviewed – next review Feb 2021</p> <p>Educational Visits: Reviewed June 2015 – next review June 2018</p> <p>Disability Equality Scheme: Reviewed 2014 – next review April/May 2017</p>	
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	Activity/resources	Responsible	Timescale	Outcome/comments
Ensure inclusion and Impact	Maintain medical Register for students and ensure SIMs includes information about staff disability	LKN – pupils LWR - staff	In place and ongoing Medical register published Autumn term 1 and updated termly.	Staff are informed of the medical register of students and receive termly updates. CAls ensure familiarity with associated responsibilities
	Evaluation and student progression incorporates consideration of disability and actions to maximise inclusion.	PL, PM, MRO, RWA	Ongoing and on a personalised basis APA 1 wk. 10-10-16 APA 2 wk. 16-01-17 APA 3 wk. 03-04-17 APA 4 wk. 26-04-17	Personalised curriculum is in use and available as need dictates

4. Access to the Curriculum

	Activity	Responsible	Timescale	Outcome
Access to the Curriculum	Share good practice relating to disability issues and data	All staff	Ongoing MRO in minuted ETA meetings	SEND team well established and regular communications to whole staff CPD rolling schedule incorporates updates (2017 covers mental health / wellbeing of staff and students, and EAL provision)
	Monitor teachers' planning at review points in the school calendar to check for differentiation and other reasonable adjustments	CALs, Subject teachers	Ongoing As per performance review cycle – every 10 weeks. Additionally checked and collated after each round of lesson observations.	Lesson observations, MER and appraisals

	Audit of staff training needs	LWR All staff	Annually July Via line management meetings and during October appraisal annually and March appraisal mid-term	CPD reviews, appraisals, INSET
	Bespoke training programme delivered based on outcomes of audit of staff training needs	LWR	Coaches are assigned as necessary to work with staff 1:1	As above