

## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We aim to develop a culture of inclusion and diversity where everyone in our school community can reach their full potential-ensuring that everyone feels valued, cared for and listened to. We strive to ensure that all pupils have full access to the curriculum including the wider aspects of school life.

The plans for both sites will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We aim to address the needs of all our children, parents, carers, staff and the wider community. We will work with all outside agencies who can advise and support pupils within the school.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

As a school providing education and support to pupils aged 7- 18 with SEMH difficulties we have a responsibility to:

- Consistently provide equality of opportunity
- Eliminate unlawful discrimination
- Promote positive attitudes toward disabled people
- Encourage participation of disabled people in public life
- Be tolerant and aware of all needs of pupils, staff and visitors
- Take steps and make reasonable adjustment to meet disabled people's needs.

### **3. Purpose of the Plan:**

Hopewell School and motorvations@hopewell expects all pupils to reach their full potential.

We are an inclusive school and welcome all pupils regardless of race, ability, language or culture. We are especially ambitious for pupils who may have a disability. For these pupils it is especially important that the school gives them a full range of opportunities to learn new skills and develop their talents.

The National Curriculum is a common entitlement for all pupils. All teachers have a duty to meet the needs of their pupils and this may require modification of the programmes of study. It is also a requirement that pupils have full access to additional opportunities that enhance the basic curriculum entitlement.

At Hopewell we strive to remove barriers to learning for all pupils. We aim to ensure that the attainment and achievement of every child are catered for. As a school we are also committed in the widest sense to equality of educational opportunity for all. The school fully includes all pupils in school trips and activities. It is expected that every pupil will join in and may require support to do this

### **4. Our Plan:**

Our plan sets out further proposals of the school to increase access to education or usage for all disabled pupils or persons in the three areas required in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum. Eg- ICT equipment, specialist desks and chairs as well as portable aids for pupils with specific needs.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. Eg- Steps, stairways, exterior surfaces and pathways, entrances and exits, toilets and washing facilities, lighting, ventilation and furniture.
- Improving the delivery of information to disabled pupils in an appropriate format. Eg- Timetables, textbooks, handouts, information about school events etc.

The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments, as well as consulting with the other stakeholders when planning and undertaking future improvements and refurbishments of the site and premises.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) Policy
- Supporting pupils with medical conditions policy

**ACTION PLAN 2018-20**

Priority Target	Success Criteria	Timescale	Cost	Responsibility
Increasing the extent as to which pupils can participate in the school curriculum.	<ul style="list-style-type: none"> <li>Staff awareness of pupil's individual needs.</li> <li>Ensure relevant pupils can access curriculum by employing trained staff</li> <li>Commitment to ongoing training for staff as required</li> <li>Effective use of equipment to promote learning where appropriate</li> <li>Curriculum Planning makes provision for pupils</li> <li>Lessons address a variety of learning styles and are differentiated appropriately</li> <li>Monitoring of pupils to ensure significant progress is made</li> <li>School visits are accessible to all pupils regardless of attainment or impairment</li> </ul>	<p>Teacher planning reviewed as an ongoing process.</p> <p>On- going</p> <p>On going</p> <p>Identified and monitored through teacher meetings</p> <p>Identified through individual teacher meetings half termly and progress monitoring half termly.</p> <p>As required.</p>	<p>School budget through relevant costs</p>	<p>SLT and therapy team</p> <p>SLT</p> <p>SLT and therapy team</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT/ EVC</p>
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	<ul style="list-style-type: none"> <li>Effective monitoring of school the grounds, especially, ramps and paving slabs to ensure the H&amp;S of those with disability</li> </ul>	<p>On-going</p>	<p>Budget available for modifications to accommodate adults or pupils with disabilities.</p>	<p>SLT</p>
Improving the delivery of information in an appropriate format	<ul style="list-style-type: none"> <li>Modify learning and other resources as required to cater for any known impairments</li> </ul>	<p>On-going</p>	<p>School budget allocation</p>	<p>SLT</p>

	<ul style="list-style-type: none"> <li>• Provide information in clear print in newsletters etc. for parents, visitors and staff. (On request)</li> <li>• All staff will support and help parents to access information and complete forms for them.</li> </ul>	<p>As required</p> <p>As required</p>		<p>SLT</p> <p>SLT</p>
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Hopewell School and motorvations@hopewell are committed to making every reasonable adjustment to ensure that everyone can access everything on offer on both sites.

Policy reviewed: April 2019

By: Susan Douglas

To be reviewed : April 2021

Ratified: April 2019

Priority Target	Success Criteria	Timescale	Cost	Responsibility
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	<ul style="list-style-type: none"> <li>Marking out of designated car park spaces for disabled bay</li> </ul>	Investigation into ability to mark spaces as area is part of the public access to the site	TBC	SD and RC
	<ul style="list-style-type: none"> <li>Access to the main reception area is operated by reception staff inside, staff opens and meets and greets visitors onto the site.</li> </ul>	In place	Staffing	SLT and admin staff
	<ul style="list-style-type: none"> <li>Install visual clues for orientation and signage for any person with visual impairment – at both seated and standing position Consider use of tactile surfaces and signs for information</li> <li>Maintenance of signs to be added to safety checks undertaken weekly</li> </ul>	By May half term  On- going	Budget for signs  None	SLT and admin staff  SLT and admin staff
	<ul style="list-style-type: none"> <li>Install an emergency system for use in the designated disabled toilet.</li> </ul>	Until this is in place visitors, staff ,pupils are accompanied whilst on the site.	TBC- installation and purchasing costs	SLT- admin
	<ul style="list-style-type: none"> <li>Identify an appropriate eating area</li> </ul>	May 2019	None	SLT

	<ul style="list-style-type: none"> <li>• Provide information in large print, braille – for those with a visual impairment and an audio version for those with auditory impairment.</li> </ul>	To be provided when needed	Printing, and producing	SLT and admin
	<ul style="list-style-type: none"> <li>• Install visual alerts for fire alarms</li> </ul>	Sept 2019	TBC	SLT and admin