

HASSENBROOK SCHOOL Specialist Technology College



DISABILITY ACCESS PLAN

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DISABILITY ACCESS PLAN 2006 -2009

The school has a statutory duty to protect all from discrimination. As a responsible body the school has two key duties:

- We must not treat disabled pupils less favourably
- We must make reasonable adjustments for disabled students.

The definition of disability in the Disability Discrimination Act is that the impairment should be:

- a) substantial, and
- b) long term (generally more than 1 year) and be regarded as,

‘A physical or mental impairment with an adverse effect on the person’s ability to carry out day-to-day activities.’

In planning ahead the school is expected to be aware of ways of:

- (i) improving the delivery of written information to disabled students (i.e. using comic sans or dyslexia friendly fonts).
- (ii) improving access to the physical environment of schools.
- (iii) improving access to the curriculum for disabled students.

Key Factors to success

1. Strong leadership by senior management and governors.
2. Effective staff training and development
3. The use of expertise from outside the school.
4. Building disability into resourcing arrangements.
5. A sensitive approach to meeting the impairment specific needs of pupils.
6. Regular critical review and evaluation at Hassenbrook, every 3 years.
7. the availability of role models and positive images of disability

Who and what are covered?

- a) Disabled pupils and potential pupils.
- b) Every aspect of school life.
- c) Admissions arrangements.

The Disability Discrimination Act 2005 places duties on each school to:

- a) promote disability equality
- b) publish a disability equality scheme
- c) produce a school accessibility plan.

There are two ways in which the SEN Policy and the planning duties overlap.

1. the provision of materials in alternative formats
2. the provision of equipment

The plan meets the statutory requirements when:

- It is in writing
- It covers the three strands of increasing access over time.
 - a) *increased access to the curriculum for disabled pupils*
 - b) *improvements to the physical environment to increase access to education and associated services at the school.*
 - c) *Improvements in the provision of information for disabled pupils where it is provided in writing for pupils who are not disabled.*
- It is:
 - *adequately resourced*
 - *implemented*
 - *reviewed*
 - *revised as necessary*
- It is reviewed every three years.
- Information is reported to parents.

Information and pupil data used to support the formulation of the plan should include:

- Pupils already in the school and moving through it, including pupils at an area key stage.
- Information on the nature of the intake in the future,

for example:

- advance information about pupils with a statement who may also be disabled.
- other information, such as local/national information on trends in school population

Disabled pupils need access to the formal 'taught' curriculum of the school, but also to other activities during the school day and beyond, such as:

- recreation
- movement around the school
- special events such as sports days, theatre trips etc.
- extra curricular activities such as breakfast clubs or after school clubs.
- school trips

Priorities relate back to the school's vision of where it wishes to be regarding accessibility.

Changes to the physical environment might include:

- changes to the signage, acoustics, floor coverings, colour contrast or lighting
- improvements or adaptations to toilets, washing and changing facilities
- adaptations to playground areas or other common areas
- development of ramps to improve access to buildings
- the provision of particular furniture and equipment to improve access.

VISION STATEMENT

Hassenbrook School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

Hassenbrook School is committed to equal opportunities and is driven by the National Curriculum inclusion statement. The School,

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Whilst the governors of the school have responsibility covering all areas of the school development the key personnel in the formulation, implementation and evaluation of the plan will be a) the Business Manager b) Assistant Headteacher – Student Support c) Learning Support Assistant Team Leaders

As a key objective within the School Development Plan, the Accessibility Plan will be evaluated and monitored and developed further when each three year cycle is completed.

Who is the plan for?

- disabled pupils who are in the school now; improving access for them is a matter of planned improvements in addition to reasonable adjustments.
- disabled pupils who are in the school system, but at an earlier key stage. Good advance information about disabled pupils coming into the school will be important to making reasonable adjustments and to making planned improvements over time.
- disabled pupils who are not yet in the school system, but about whom the local authority and other agencies may have information.
- schools also have duties towards disabled staff under Part 2 of the Disability Discrimination Act and to disabled people under the Disability Discrimination Act 2005.

Potential Outcomes

- We should generate a detailed analysis of outcome data such as examination results, accredited learning and end of key stage outcomes.
- Detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different areas of the curriculum.
- Achievements in extra curricular activities.
- The five Every Child Matters outcomes

Possible developments during the 3 years of the plan:

1. Colour zoning learning areas
2. Consideration of revised signage
3. Physical access to upper rooms (East corridor)
4. Movement around the school (corridors)
5. Outside the building, (additional ramping)
6. Room acoustics i.e. carpets, ceilings
7. Aids for pupils with visual impairment
8. Additional staff training (see DFES written guidance)
9. Building adaptations which are in sympathy with disability equality principles.
10. Enhanced facilities in reprographics department
11. Improved liaison with Tertiary colleges regarding progression for pupils with physical difficulties.
12. Improved ICT facilities for physically impaired pupils.
13. Complete review of role of Learning Support Assistants.
14. Improving accessibility in classrooms.
15. Sharing adjustments at departmental and whole school level.
16. Continue the anti-glare coating of windows where applicable.
17. Continued adjustments for specific pupils i.e. specialist seating

2006 – 2009 Short Term Targets

1. To consider and plan the phased introduction of colour coding learning areas.
2. To consider revisions to signage throughout the school.
3. to maintain the rolling programme of replacing and maintaining classroom floor-coverings
4. Engage the services of the specialist teacher for visual impairment to advise of revisions.
5. Maintain existing revisions and measures within the physical environment.