

Haydock High School



Accessibility Plan 2017-2020

Policy Review Guidance	
Statutory	Yes
Review Cycle	Every 3 years
Reviewer	Headteacher
Member of Staff Responsible	SENCO
Last reviewed	June 2017
Next Review Date	June 2020

Introduction

St. Helens is committed to increasing access to the school for students, staff, parents, governors and visitors and has planned improvements over the period from 2017 to 2020 to achieve this. This accessibility plan has been written in accordance with the planning duty under the Special Education Needs and Disability Act 2001 (SENDA) and updated with regard to the Equality Act 2010.

This accessibility plan is a plan for:

- (a) increasing the extent to which disabled students can participate in the school's curriculum;
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled students are able to take advantage of education and associated services provided or offered by the school; and
- (c) improving the delivery to disabled students –
 - i. within a reasonable time, and
 - ii. in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 - iii. as a result of information which is provided in writing for students who are not disabled.

These three areas are addressed in the action plans that follow.

Methodology

The Accessibility Plan is reviewed by the school's leadership team. It has been informed in part by independent access assessments of the physical environment undertaken by the LA.

Key Objectives

The key objectives of the Accessibility Plan are:

- (a) That no student or prospective student is treated less favourably due to their special needs or disability. All reasonable adjustments will be made in matters of admission and education.
- (b) That, where practical to make reasonable adjustments, based on the information and advice received; the school will enable a prospective disabled student to take up a place at the school if he/she satisfies the admission criteria.
- (c) To make the school more accessible to disabled students and staff, including those affected on a short term basis – for example, if the use of crutches or a wheelchair is required for a fixed period as a result of an accident.
- (d) To create a positive, "can-do" ethos towards the issues faced by disabled students thus enabling them to take full advantage of the educational experiences offered.

Action Plans

Individual action plan follows, relating to the key aspects of accessibility. It is expected that significant progress will be made over the three years of the plans, but we acknowledge that there will be a need for ongoing awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Teaching methods and techniques will also develop over this period, which may create new challenges.

In terms of the physical environment, some of the buildings are old and cannot easily be adapted within the budget of the school. The approach therefore is to continue to make physical improvements while also being prepared on a case by case basis to move teaching and learning to areas that can be accessed.

Plan Availability

The school makes its Accessibility Plan available in the following ways:

- a) A copy is held in the office, alongside the detailed access assessments
- b) A copy can be emailed or posted on request

A copy can be provided in large print size format on request.

Review and Evaluation

The plan is valid for three years from 2017-2020 and a new plan will be drawn up on its expiry. The plan is reviewed annually by the school's leadership team. It may be adjusted at annual review or at any other time as appropriate.

Improving Curriculum Access

Background

Some of the school buildings are old with access by stairs on different levels which means some classrooms are difficult to access by some disabled students. Students must circulate between classrooms and the school recognises the difficulty of keeping to strict timetabling should physically disabled students be admitted or should students become physically disabled while at school. If one of these situations occurs, the following plans will be put in place:

- (a) Students will be placed in a ground floor form tutor group.
- (b) The timetable will be written or amended to place students in accessible ground floor classrooms as far as possible.
- (c) A variety of types of digital technologies can be used to give access to lessons which must take place in less accessible areas.

Plans will be made in consultation with the student, parents and teaching staff. Appropriate training will be provided to enable staff to support any student with a disability.

Target	Action Needed	Leadership	Timescale	Outcome
Improve staff awareness of disabilities and additional needs	Review staff training as necessary and offer advice.	SENCO	Ongoing	Staff better prepared to teach children with disabilities in order that they make progress.
Ensure that all school policies consider the implications of disability access	Equality impact assessments to be completed with all relevant policy reviews.	All named policy reviewers.	Ongoing	Effective policies which meet the needs of all students.
Continue to develop more accessible teaching resources	Continue to increase the use of digital technology in areas around school and for home access. Increase the awareness and use of auxiliary aids	SLT/SENCO	Ongoing	Ability to deliver the curriculum through a variety of channels.

Improving the Physical Environment

Some school buildings present significant accessibility challenges in view of their age. Over the next three years, the following priorities have been identified for action.

Target	Action Needed	Leadership	Timescale	Outcome
Ensure that any new building plans move towards giving greater ease of access for the less mobile students and parents	School to liaise with Local Authority regarding building plans and developments to ensure onsite access is a key area of future site improvements.	Headteacher/ SBM	Ongoing	School becomes more accessible for all staff, visitors and students.
Review safety and fire plans in the light of an increase in the numbers of children with disabilities	Consultation with Local Authority and fire safety. Risk assessments completed where required throughout the year for individual students, staff and visitors in terms of exits routes. Staff refreshers throughout the year regarding the display and use of fire evacuation plans.	Health and Safety Officer/ SBM	Ongoing	Improved safety on site.
Increase accessibility to toilets and disabled shower provision	Ensure new wet room facility is used wherever required by students.	SBM	Ongoing	Ensure all staff are aware and able to access the new wet room for students who may need to access the facilities.

Improving the Delivery of Written Information

To ensure clear, consistent communication within and from the school.

Target	Action Needed	Leadership	Timescale	Outcome
To make all written documentation provided to prospective parents and students available in alternative formats as required.	To review methods of providing written documentation in different formats and plan how to implement findings. Accessible information can now be requested from the school office.	Headteacher SLT	Ongoing	Increased range of accessible documentation.
To ensure accessibility of the school website	To review the school website regularly to ensure standards of accessibility are met for staff, students and parents	SBM / Systems Development Leader	Ongoing	All users are able to access the school website, locate and review the information they need.
Investigate methods of communication with parents to improve accessibility and effectiveness	Evolve communication methods as necessary, including the reporting format provided to parents covering student progress. Ongoing review of the format of events such as parents' evenings and changes implemented where required.	Headteacher SLT	Ongoing	More effective meeting of the needs of parents, students and staff.