

## **001 Accessibility Plan**

**Responsibility:** DC  
**Date:** March 2017  
**Next Review:** March 2020

### **Background and Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover children and young people in education settings. The 2005 amendment places further duties on schools to inform and promote disability equality through awareness raising and consultation with disabled pupils. In addition to its duties under SEN legislation, since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to publish and implement an accessibility strategy to increase access to school education for disabled pupils.

This strategy sets out our proposals to increase access to education for disabled pupils, in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

### **School Ethos, Vision and Values**

We are committed to ensuring equality of education and opportunity for all students and staff. We aim to develop a culture of inclusion and diversity in which all members of our learning community participate fully in school life. Our admissions policy does not discriminate against disabled pupils. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We believe in positive intervention, removing barriers to learning and raising expectations of our students.

## **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 Disability Discrimination Act 1995 defines a disabled person as someone who has a 'physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

According to the Disability Discrimination Act, an 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 co-ordination, 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.

We recognise the importance of involving disabled people fully in the development of our Disability Equality Scheme, and will encourage their views.

### **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.

### **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 with a clear focus to:

- Increase access to a broad and balanced curriculum for pupils with a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visit and the use of technologies.
- Improve access to the physical environment of the school.

### **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

Annual reports/updates will be made to the Pupil Needs subcommittee of the Governors

## Holmfirth High School Accessibility Plan 2016-19

	<b>Targets</b>	<b>Strategies</b>	<b>Outcomes</b>	<b>Timeframe</b>	<b>Monitoring</b>
Curriculum	To further develop the CPD programme for teachers, ETAs and other staff	To engage with research by the EEF into best practice in the deployment of ETAs	Use of ETAs reviewed and in line with research outcomes	2016-17	MT Being used – CPD prog begun and more planned
		To involve more staff in action research	Greater knowledge and understanding of key issues and strategies	2016-19	DC/GH CPD plan/CF
To improve the IT skills of ETAs eg iPads		IT used more effectively with students	2016-19	DC As above	
	To increase the range of technology available to students	To develop our use of reading pens  To consult with students	Reading pens used confidently by students during examinations  Student views are listened to	2016-17	MT 30 purchased, students trained, being used MT – students v happy
School design	To improve access to PE facilities	To work with SPIE to cost the improvements needed to provide access to PE  To find the funding streams and carry out the improvements needed to provide access to PE	All students are able to access the PE facilities in school	2016-18	CJ/MG Spie + Kirklees Council have visited site – awaiting report. MG pursuing.
	To improve access to specialist technology rooms	To create a plan so that students have access to a food technology curriculum	All students have access to a room with food technology facilities	2016-19	CJ/MG

	To ensure signage, décor and equipment meet the needs of all students	To audit the signage, décor and equipment in school and create an action plan as needed  To consult with students	Any issues discovered during the audit are resolved  Student views are listened to	2016 (then annually based on needs of new students)	MG/MT 7/7/17 MT/MG audit. Visually impaired review Jun17 for new students. Spie reviewed external safety – summer works. MT to take s voice forward
	To improve access from/to upper floors	Kirklees Council will make a decision about the installation of evac-chairs at HHS in the Maths block	Decision made and chairs installed (or not)	2017	MT/Kirklees Council  MT contacting Claire Burdett – initial conversations have happened