



The Hyde School

ACCESSIBILITY POLICY

September 2014

This Accessibility Policy and Plan are drawn up in compliance with current legislation and arrangements as specified in Schedule 10, relating to Disability, in relation to the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes towards disability and to further developing a culture of awareness, tolerance and inclusion.
2. The Hyde School plans, over time, to enhance and develop the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be reviewed and updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - ✓ Improve access to the **physical environment** of the school,. This covers reasonable adjustments to the physical environment of the school, physical aids to access education and the addition of specialist facilities where necessary.
 - ✓ Ensure access to the **curriculum** for pupils with disabilities to ensure that these pupils are as equally prepared for life as pupils without disabilities, in line with the requirements of the Disability Equality Act. This includes the classroom curriculum and the wider curriculum of the school, such as participation in after-school clubs, cultural activities or school visits. It also includes the provision of specialist **aids and equipment**, where these will assist pupils in accessing the curriculum.
 - ✓ Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities, e.g. classroom hand-outs, letters, information about the school and school events. The information should be made available in the preferred format requested within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken at least every three years or more often if necessary. It may not be feasible to undertake all work during the life of a single Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are updated, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School Brochure will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (this is a statutory requirement).
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
11. The Plan will be monitored by Ofsted / HMI as part of their inspection cycle.
12. We acknowledge that there is a need for on-going training for staff and governors in order to raise awareness of the matter of disability discrimination and the need to challenge attitudes on this matter.

The Hyde School Accessibility Plan 2014-2017

An Access Audit was carried out by Pupil Project Panel representatives and the Deputy Head / SENCo in October 2014.

Improving Physical Access

Issue Identified	Action Required	Timescale	Person(s) Responsible
EVACUATION RISK FOR PEOPLE WITH MOBILITY DIFFICULTIES ON UPPER FLOOR	Evacuation chairs available at top of both stairwells Staff training in evacuation procedures	By Dec 2014	Site Manager
LIGHTING	Correct lighting issue in car park	By Dec 2014	Site Manager
STAIRWELLS	Replace stair edging to ensure greater contrast for visually impaired service users	By July 2015	Site Manager
DOOR HANDLES	Ensure door handles contrast in colour with main body of door.	By July 2015	Site Manager
SCHOOL ENTRANCE	Buzzer for visitors unable to open main door independently	By July 2015	Site Manager
SIGNAGE AROUND SCHOOL SITE	Additional signage for visually-impaired service users.	By July 2015	Site Manager / SENCo
INDUCTION LOOP - OFFICE	Install induction loop in school office to support service users with hearing impairments	By July 2016	Site Manager
INACCESSIBLE SLOPE WHERE PLAYGROUND MEETS FIELD	Improve access to field for people with mobility difficulties by reducing gradient of slope.	By July 2017	Site Manager
PLAYGROUND EQUIPMENT INACCESSIBLE TO PUPILS WITH PHYSICAL DISABILITIES	Incorporate accessible play equipment into design for playground development	By July 2017	Site Manager / SENCo / Pupil Project Panel

Improving Access To The Curriculum

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Increase and revisit staff knowledge and understanding about a variety of disabilities, and their impact on the child	<p>Review the specific needs for pupils with disabilities and / or complex medical conditions, at least annually or as required.</p> <p>Additional training for low incidence needs as required, e.g. managing the needs of children with complex medical conditions.</p>	Teachers are aware of needs / issues and make reasonable adjustments to ensure that disabled pupils are able to access to learning.	All staff/ SENCo School Nurse	Annually via Annual Reviews / Care Plan reviews or as required	Pupils with disabilities make at least expected progress in line with their academic abilities
Increase the awareness of class based staff in identifying and responding to pupils who may have or may have disabilities	<p>Rolling programme of staff training for high incidence needs.</p> <p>Use of screening tools (with support of SENCo) to gather evidence about children where a disability is suspected.</p> <p>Assess Plan Do Review approach in line with new Code of Practice to monitor impact of intervention / support on outcomes.</p>	<p>Staff are able to identify children who may have a disability, e.g. hearing impairment, and put into place simple strategies to support child within class and other school settings in a timely manner.</p> <p>Provision in classes adheres to the expectations set out in the Local Offer for Barnet relating to the needs of each individual pupil with a disability.</p>	All staff / SENCo	Ongoing	<p>Staff have an understanding of what children with specific disabilities are likely to require</p> <p>Children who may have a previously undetected disability are identified and appropriate support put in place quickly</p>
Visual and concrete supports are used to aid understanding and independence for all pupils, including those with disabilities	Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from adults, and reduce anxiety where required	Visual and concrete supports routinely used within class and as an integral part of lessons	All staff / SENCo	From Jan 2015	Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult support
All enrichment activities, e.g. trips, experiences,	Planning and risk assessments take into	More pupils with disabilities will access	All staff/ SLT	Ongoing	Increase in access to enrichment activities for

after school clubs, are planned to enable, where reasonable, the participation of all pupils	account accessibility issues and comply with legislation Reasonable adjustments, e.g. transport arrangements, are made where necessary	enrichment activities			all disabled pupils
Curriculum reflects the contribution of disabled people to society	Planning for connected curriculum incorporates positive links to the role and contribution of disabled people in society, e.g. Stephen Wilshire, Ellie Simmonds, with an emphasis on abilities as well as disabilities. This may include visits from young people or adults with disabilities.	Children with disabilities will have positive role models to identify with Children without disabilities will have greater awareness of disabilities and be better prepared to respond positively to disabled people in school and in later life, e.g. if they become the parent of a child with a disability	All staff / SLT	Ongoing	Curriculum is meaningful and relevant for all pupils, including those with disabilities
Classrooms are organised to support the participation and independence of all pupils, including those with disabilities	Class staff to plan and implement a preferred layout of furniture and equipment to support the needs of individuals within the class	Pupils with disabilities play an active and independent part in lessons without unnecessary disruption or embarrassment for the pupil(s)	All staff/ SENCo / SLT	September 2014	Pupils with disabilities are able to participate in lessons with increasing independence
Develop an "autism friendly" school	Appoint Autism Champion in addition to the SENCo, to support staff in meeting the needs of pupils on the autism spectrum Training in the National Autism Standards for SENCo / Autism Champion.	Pupils with autism are supported to regulate their emotional and sensory needs to increase their ability to access learning and support the development of social interaction skills	SENCo / Autism Champion	Training Dec 2014 From Jan 2015 onwards	Pupils with autism, or how may be on the spectrum, make good progress in line with their particular profile. School is working towards meeting National Autism Standards
Increase governor awareness of issues	Governors to be aware of their responsibilities with	Governing body fulfils its statutory duties and	Inclusion Team and SLT	Ongoing	All statutory responsibilities are met

relating to disability	<p>regards to disability and ensure all statutory requirements are met</p> <p>Governor with responsibility for SEND to meet SENCo at least termly.</p> <p>SEND report to governors at least annually.</p>	<p>requirements</p> <p>SEND governor has overview of provision school is making for children / staff with disabilities and is aware of particular issues / needs pertinent to current cohort</p>			<p>by governing body</p> <p>Governors, led by the governor for responsibility with SEND, have an overview of provision for disabled pupils and staff within the school</p>
Promote positive images of disability	<p>Rolling programme of events linked to Disability Awareness, e.g. Jeans For Genes Day, Autism Awareness.</p> <p>Links to wider school initiatives, e.g. Anti-Bullying Week as well as whole school ethos of inclusion.</p>	<p>Increased awareness and understanding of a range of disabilities within school community</p>	Inclusion Team and SLT	Ongoing	<p>All members of school community, including those with disabilities, feel valued and play an active part in school life</p> <p>Difference is recognised and celebrated</p>

Making Information More Accessible

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested by parents.	Admission form to be updated to include parental needs in terms of accessing information	School will be able to provide written information in different formats when requested for individual purposes	Office/SLT	By July 2015	Information to parents / carers with disabilities is more accessible
Written material available in alternative formats, e.g. large print, audio, use of IT, when helpful for individual pupils	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class texts, homework sheets	Children with disabilities will be able to access written materials used in class	Class staff / SENCo	Ongoing	Children will be able to access written materials through reasonable adjustments
Visual supports are used to aid understanding and independence for all pupils, including those with disabilities	Use of visual timetables, prompts, schedules etc. to promote independence from adults, reduce anxiety and make expectations clear				