



The Howard School

Accessibility Plan

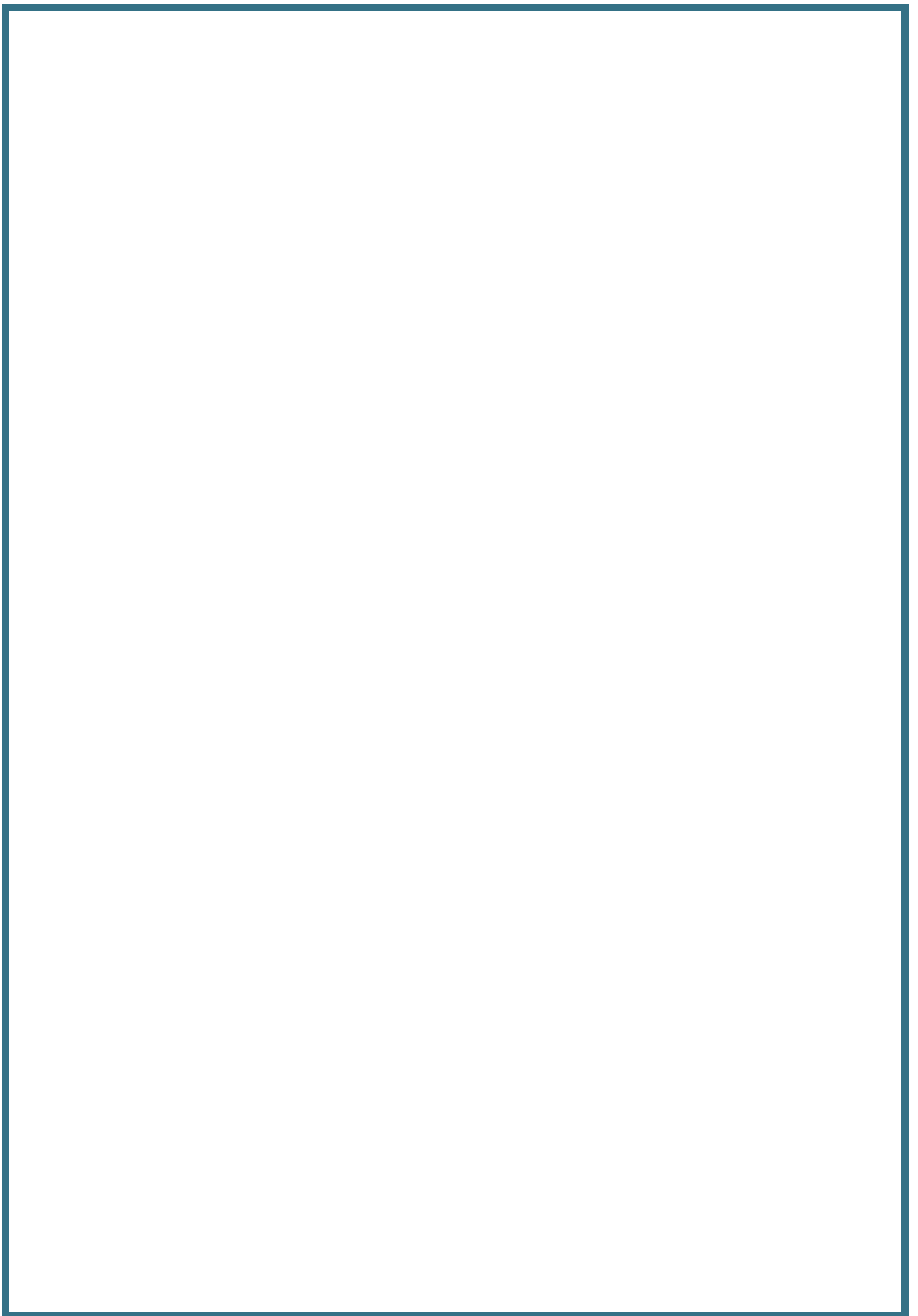
Policy Scope: The Howard School

Responsibility: Local Academy Board

Date Adopted: Summer 2020

Review Frequency: Every Two Years

Review Date: Summer 2022



Contents:

Aims of the Accessibility Plan

1. The accessibility audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Aims of the Accessibility Plan

This plan outlines how The Howard School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every two years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake an **annual** Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Ongoing	Management and teaching staff are aware of the accessibility gaps in the curriculum. Reasonable resources and support are put into place as soon as possible.	Summer 2021
	Staff members do not have the skills/confidence to support pupils with SEND	<p>INSET provided to staff members.</p> <p>Training for teachers on differentiating the curriculum.</p> <p>Staff are provided with Needs and Strategies information and updated as needed with any new conditions suffered by students. Pupils with SEND are clearly identified on lesson and seating plans.</p>	Headteacher, external advisors, SENCO, T and L team.	Ongoing	Staff members have the skills/confidence to support pupils with SEND. Progress evidenced by school tracking system.	Autumn 2020

		<p>Provision mapping for all pupils with SEND.</p> <p>Focus on progress of students with SEND by Teaching and Learning team in learning walks.</p>				
Medium term	<p>School trips do not take into account pupils with SEND</p> <p>Pupils with SEND should be able to participate equally in extra-curricular activities.</p>	<p>Needs of pupils with SEND are incorporated into the planning process.</p> <p>Alternative experiences are arranged for pupils with SEND where feasible.</p> <p>Audit conducted to establish participation in extra-curricular activities by pupils with SEND.</p>	Teachers, SENCO	Ongoing	<p>Planning of school trips takes into account pupils with SEND. Pupils with SEND are able to participate.</p> <p>Departments identify how to make reasonable adjustments to extra-curricular activities in order to allow full participation by pupils with SEND.</p>	Autumn 2020
Long term	Pupils with SEND cannot access lessons	Whenever reasonably possible to do so, learning materials are tailored to the needs of learners				

		<p>eg large print.and other adjustments for pupils with SEND.</p> <p>Recommendations from EHCPs followed as far as is practicable, with support from Nurture Base.</p> <p>Dedicated Pastoral team support pupils with challenging behaviour in Inclusion Area.</p> <p>All SEND students together with parents/carers to participate in Assess, Plan, Review, Do process which will inform individual levels of need, Staff to be made aware of specific individual plans</p> <p>Students with complex need receive additional</p>	<p>Headteacher, ICT manager, SENCO, Nurture Base staff, support from relevant external agencies.</p>	<p>Ongoing</p>	<p>Pupils with SEND can access lessons. Evidenced by decreasing gap in terms of achievement.</p> <p>Exclusions of students with SEND decrease due to improved levels of holistic support from Nurture base and Pastoral Team.</p>	<p>Spring 2021</p>
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		support in Nurture Base and from external agencies where necessary.				
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors, site manager	Spring 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them Any new build on site will be fully accessible to students with physical disabilities, including toilets and access ramps.	Summer 2021
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes where practical. Mark the nosings of all exterior and relevant interior steps with a high				

		visibility, slip resistant material. Construct ramps at strategically placed entrances, where practical. Decorate wall surfaces in a contrasting colour to doors.	SBM	Spring 2021	School environment is accessible to pupils and parents/carers with a range of disabilities.	Summer 2021
	Toilets are not accessible	Handrails installed where practical	SBM	Spring 2021	Access to toilets is increased where practical.	Summer 2021
Long term	Children with physical disabilities cannot access school buildings	Ground floor only accessible to students with physical disabilities. School has no lifts. Disabled parking bays available. Reception area wheelchair accessible.	SBM/building contractors	Ongoing	Ground floor of most blocks accessible.	Spring 2021

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2021	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Spring 2021	School is aware of local services for converting written information into alternative formats	Summer 2021
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install blackout blinds.	SENCO, ICT manager, site staff	Spring 2021	Written information is fully accessible to children with visual impairments	Summer 2021
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Ongoing	Website is fully accessible	Spring 2021