



**Holmer Green Senior School**

**Accessibility Plan**

July 2016

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Holmer Green Senior School.

### **DEFINITION (THE EQUALITY ACT 2010)**

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The Equality Act 2010 definition of disability is usually considered cumulatively in terms of:

- Identifying a physical or mental impairment
- Looking into adverse effects and assessing which are substantial
- Considering if substantial adverse effects are long term
- Judging the impact of long term adverse effects on normal day to day activities

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

### **NORMAL DAY TO DAY ACTIVITY**

The test of whether the impairment affects normal day-to-day activity is whether 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;
- perception of risk of physical danger

The Accessibility Plan will be reviewed bi-annually. This plan reflects statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Holmer Green Senior School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school. The Accessibility Plan will contain relevant and timely actions to: Increase access to the curriculum for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have 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 visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

## **CURRICULUM – THE CURRENT POSITION**

We believe that we have made good progress in the following areas:

- Advanced planning for students based on good information from primary partners.
- Staff training on the needs of specific students.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- Providing tiered intervention
- Ensuring that Access Arrangements are made for external examinations (Extra time /Reader/ PC's / Scribes etc.)
- Developing good learning and teaching across the school.
- Progress Reviews enables all students to discuss their learning.
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students
- Setting of pupils in KS3 subjects
- Additional targeted Literacy & numeracy support through the Learning Support Department for identified students
- Key workers assigned to students with additional needs
- Modification of teaching materials for visually impaired students
- Communication for hearing impaired students using radios and lip speakers for exams
- All students are encouraged to access extra -curricular activities
- All students have access to quality careers education, information, advice and guidance.
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

## **Priorities for 2016 - 2019**

- To continue to work with the Specialist Teaching Service to ensure our curriculum is accessible for students with disabilities - assess needs of new students & update new staff.
- Have suitable facilities for students whose English is not yet fluent
- To encourage students to use an alternative means of recording by using laptops with specific software that supports a student's disability, voice recorders and other forms of technology.
- To encourage students to participate in student leadership opportunities
- To provide annual training for staff in relation to Hearing Impairment and Visual Impairment.
- To ensure that students, staff, parents, governors are consulted to ensure the development of the Accessibility Plan.

## **ARRANGEMENTS FOR EXAMS – THE CURRENT POSITON**

Generally, impairments have to meet the statutory requirements set out in section 6 and Schedule 1 of the Equality Act 2010 and associated regulations. We will follow the definitions described within the JCQ document 'Adjustments for candidates with disabilities and learning difficulties'. A candidate's special needs requirements are determined by the SENCO and their team following assessments carried out by the Specialist Teacher (CPT3A). The SENCO/Specialist Teacher/delegated LSA will inform subject teachers of candidates with special educational needs who are embarking on a course leading to an exam. The date of that exam is widely available and distributed by the Exams Officer. The SEN staff can then inform individual staff of any special arrangements that individual candidates may be granted during the course and in the exam. Report documents will be used to frame the approach taken for each individual student. All students with a physical disability have their individual needs assessed in advance and arrangements are put into place and shared with the student, parents and staff to ensure they have full access to all examinations.

- Making special arrangements for candidates to take exams is the responsibility of the SENCO/Specialist Teacher/delegated LSA and Exams Officer.
- Submitting completed access arrangement applications to the awarding bodies in the responsibility of the SENCO/Specialist Teacher/delegated LSA.
- Rooming for access arrangement candidates will be arranged by the delegated LSA.
- Invigilation and support for access arrangement candidates will be organised by the Exams Officer in consultation with the SENCO/Specialist Teacher/delegated LSA.

## **Priorities for 2016 - 2019**

- Exam assessment for concessions will be carried by out in house qualified SEN Teacher.
- Evidence gathering to support cases for exam concession in the long-term.

## **PHYSICAL ACCESS – THE CURRENT POSITION**

- The building does not currently provide wheelchair access to all areas but where required the school can re-schedule teaching spaces for individuals
- Student Support Services (HUB) includes curriculum and Inclusion based in the centre of school.
- Disabled Parking Spaces in the main car park
- Accessible toilet facilities available in some parts of the school.
- Space for small group work and individual work for targeted learners in Learning Support Department
- A physical environment that is safe and welcoming.
- Sound system in Lecture Room
- Lockers available for hire for pupils to store bags and equipment
- Handrails on stairs
- Clear visual signage
- Coloured kerbs and edges of stairs.
- PEEPs written and communicated to all staff when required

### **Priorities for 2016-19**

- To review the site annually using the Local Authority's accessibility framework.
- To address any concerns arising from the annual site inspection.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

## **WRITTEN INFORMATION – THE CURRENT POSITION**

- Information from Parents Information Evenings is placed on the website and online booking system established
- The Accessibility Plan is placed on the website
- Alternative means of recording using Alphasmarts & laptops
- Modification of books and worksheets for visually impaired students
- Investment in Learn Pads for pupils to record their work
- New Holmer 365 email system to ease communication between staff, students and parents

### **Priorities for 2016-19**

- Investigate the supply of translators and interpreters for Parents Evenings and other meetings
- Evaluate font style size and colour used on worksheets and power points
- Investigate and invest in Learn Pads for pupils to record their work
- Establish new system for recording and communicating homework to parents and students

**The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.**

**The Accessibility Plan should be read in conjunction with the following school policies,  
Strategies and documents:**

Curriculum Policy  
Equality and Diversity Policy  
Health & Safety Policy (including off-site safety)  
Special Educational Needs Policy  
School Behaviour and Learning Policy  
School Improvement Plan  
Asset Management Plan  
School Prospectus

This Policy was approved by the Governing Body on 13<sup>th</sup> July 2016

Review July 2019