



# HALL GREEN SCHOOL

## ACCESSIBILITY POLICY

<b>Adopted:</b>	9 December 2020
<b>Next Review:</b>	9 December 2023
<b>Governing Committee:</b>	Pastoral and Curriculum
<b>Responsibility:</b>	Headteacher Chair of Pastoral and Curriculum Committee

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DCFS in July 2002.

Hall Green School buildings have been adapted to meet the needs of disabled pupils, staff, visitors and parents.

- 3 disabled toilets/shower rooms
- Tuesday morning physiotherapy room – this is currently being used as the COVID Isolation Room. Therefore, the physio team is making their own arrangements on site to work with pupils.
- 3 lifts to access upper floor, replaced in 2012/13
- One lift for stage access
- Ramps to access all buildings and play areas
- Wheelchair friendly equipment in food, textiles and technology rooms
- Wheelchair access minibus
- Automatic entrance doors to main building 2014
- Door retainers fitted to all fire doors 2013, to enable free movement for wheelchair users.

Hall Green School has been at the forefront of inclusion for over 20 years. The school does not have a SEND Unit but has a LINC (Learning Inclusion) Department.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“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”.

## **Key Objective**

To reduce and eliminate barriers for pupils, prospective pupils and our adult users with a disability, in order to access the curriculum and to have full participation in the school community.

## **Principles**

1. Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEND policy;
2. The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.

3. In performing their duties, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
4. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
5. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individual and groups of pupils.

### **Activity**

Hall Green School has identified the following points in order to achieve the key objective:

(a) Delivery of the curriculum

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts, as appropriate.

(b) Physical environment

The school will continue to take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

(c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEND policy

- Equal Opportunities policy
- Curriculum policies

## **Appendix**

Date of Plan: June 2014

Reviewed: December 2020

Date of Review: December 2023

The plan was approved by the Governors:

The plan is also available in the following formats, on request to the Headteacher: email; enlarged print version; other formats by arrangement.