



HALL GREEN SCHOOL

ACCESSIBILITY POLICY

Adopted:	24 January 2024
Next Review:	January 2027
Governing Committee:	Pastoral and Curriculum
Responsibility:	Senior Leader: Inclusion and SENDCo

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
- Physiotherapy room
- 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 and was a FAM funded resource base. This provision still exists at KS4. The school does not have a SEND Unit but has a LINC (Learning Inclusion) Department.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

- The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.
- Under the Special Educational Needs and Disability (SEND) Code of Practice 2014, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Policy Statement

Hall Green School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

To fulfil our aims, we ensure that **reasonable adjustments** are made in order to; reduce and eliminate barriers and access to the curriculum, improve the availability of accessible information for pupils with a disability, and to achieve full participation in the academies communities for both current and prospective pupils, and our adult users with a disability.

Compliance with the DDA is consistent with our aims and equal opportunities policy, and the operation of the Hall Green SEND policy. We recognise our duties 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 a Physical Audit and an Accessibility Action Plan.

We also recognise and value both the child's and their parents/carers knowledge of their disability and respect the right to confidentiality.

Person centred tools and approaches are widely used to support pupils and their parents/carers in identifying what's important to them now and in the future. This framework captures the details of provision and reasonable adjustments required within specific activities and experiences. The DfE's 'Preparing for Adulthood' outcomes (employment, independent living, community inclusion and health) are also employed to help inform and support personal development targets and focus on the child's interests and aspirations.

We are fully committed to; providing all pupils with a broad, balanced and ambitious curriculum that is adapted and adjusted to meet the needs of individuals. Our curriculum offer endorses the continued development of a more inclusive curriculum via:

- setting purposeful and inspiring learning challenges and opportunities
- responding to pupils' diverse cognitive, social, emotional and physical needs
- overcoming potential barriers to learning, participation and assessment for individuals and groups of pupils.

Activity

We have identified the following points for action as part of our ongoing improvement, in order to achieve the above aims:

(a) Delivery of the curriculum

Practitioners receive ongoing training in making the curriculum: ambitious, engaging, relevant and accessible to all pupils, and are aware of its fundamental importance. Hall Green School will continue to seek and follow the advice of local authority services, such as specialist teacher advisers from Access to Education, SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to enhance provision, equality and high quality approaches.

(b) Physical environment

Hall Green School will continue to take into account the needs of current and prospective pupils and other users with physical difficulties and sensory impairments when undertaking and planning for future improvements and refurbishments of their site and premises. This includes the completion of an annual access audit which focuses on a wide range of environmental features including; approach routes, entrances/exits, internal routes, lighting, acoustic treatment, colour schemes, accessible facilities, fixtures and fittings. A three-year action plan is regularly reviewed in support of the findings and recommendations.

(c) Provision of information in other formats

Hall Green School is aware of local services, including those provided by the local authority, for providing information in alternative formats when required or requested. Relevant training and resourcing is sought to ensure the alternative approaches are implemented and routinely reviewed.

Linked Policies

This accessibility plan is linked to the following policies and documents:

- School Development Plan
- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities Information Report
- Equality Policy
- Medicines in Schools Policy
- Health and Safety Policy
- Curriculum Policy
- Risk Register
- Accessibility Plan
- Accessibilty Physical Audit

The policy will be made available on the School website, and paper copies are available upon request.

Monitoring arrangements

This document will be reviewed every 3 years, but may be revised more frequently if necessary. Accessibility Action Plans will be regularly updated in line with any improvements that are planned for/required to increase access to the curriculum, physical environment and/or delivery of information.

It will be approved by the Board of Governors.

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to at the next Local Governing Body meeting.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.