

Accessibility Policy and Plan

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AMENDMENT TRACKER

Name of reviewer: Mrs Cecely Manners

Date of review: March 2022

Summary of all changes being proposed in this policy review:

None.

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Statement of intent

Harwich and Dovercourt High School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

Signed by:



Kate Finch (Headteacher)

March 2022



Adrian Leggett (Chair of Governors)

March 2022

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity in Employment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour for Learning Policy
- Medicines and Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Curriculum Policy
- Inclusion Policy
- Racism Policy

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher, in conjunction with the Governing Body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The Governing Body, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full Governing Body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The Headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at Harwich and Dovercourt High School, the Headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The Headteacher, Governing Body and senior leadership team (SLT) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher and Governing Body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity in Employment Policy, as well as the Special Educational Needs and Disabilities Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Improvement Plan.

4.3. Harwich and Dovercourt High School's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in March 2022.

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

4.10. Harwich and Dovercourt High School will collaborate with the LA in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the Governing Body and SENCO every year.

4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

4.13. The school in liaison with the LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.

- 4.14. The school in liaison with the LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

- 5.1. Harwich and Dovercourt High School strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. Harwich and Dovercourt High School is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. Harwich and Dovercourt High School will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. Harwich and Dovercourt High School will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. Harwich and Dovercourt High School will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.

- 6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. Harwich and Dovercourt High School is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. Harwich and Dovercourt High School aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The head of faculty for each subject and the SENCO will work together to adapt a pupil's One Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment and in using Appendix A.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. Harwich and Dovercourt High School is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. Harwich and Dovercourt High School will work to ensure there are no parts of the school which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Where possible, wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. Where possible, the corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The Governing Body and Headteacher will review the policy in collaboration with the SENCO's support.

ACCESSIBILITY PLAN

Increasing the extent to which disabled students can participate in the school curriculum (Teaching and Learning)

| TARGET | ACTIONS |
|---|--|
| Highlight opportunities to teaching staff about including disabilities within the curriculum and improve understanding of pupils with disabilities. | PSHE review. Learning Support to continue to maintain SEN register and student passports detailing individual needs. Regular training for LSAs and Teaching Staff. |
| To continue to ensure all pupils have greater access to the curriculum. | SENCO to provide intervention programs for specific groups SENCO to regularly monitor performance SENCO and other members of the School Leadership Team to support departments in providing a challenging curriculum for all pupils. A variety of interventions to be deployed to support the progress of pupils underachieving in the vulnerable groups. |
| Teachers to review their classrooms and remove barriers. | Staff Briefing, Staff Handbook, CPD. |
| Continue to introduce personalised learning which helps meet the individual's needs. | Learning Walks, Teaching and Learning Team, CPD, Scheme of Work review, Book Study. |
| Lessons should incorporate visual, auditory and kinaesthetic principles and be amended for individual students. | One Plan Reviews, Student Passports, CPD, Lesson Observations, Coaching and Mentoring program. |
| Circulate reasonable adjustment in classroom checklist | Appendix A – Accessibility Policy, and Staff Handbook. |
| Ensure Differentiated Homework | Ongoing teacher responsibility |
| Provide Opportunities to consider disability awareness during PSHE | PSHE / Enrichment Days |
| Consider strategies for managing the increasing behavioural / emotional challenges | Ongoing teacher responsibility School Council; student voice |
| Some students to work with a 'disability' for a day | School Council; student voice |

Improving the physical environment of the school to increase the extent to which disabled students and members of the community can take advantage of education and associated services:

| TARGET | ACTIONS |
|--|--|
| To continue to make the external environment safer for those with visual impairment | To continually update markings and audit DDA compliance. |
| To ensure the external environment remains safe for those with physical difficulties | To monitor, and change if necessary, the condition of flat surfaces around the school to allow for wheelchair access |
| Ensure Personal Emergency Evacuation Plans are complete when needed for students with a disability | PEEPs to be completed when necessary and reviewed annually. |
| Investigate alarms and systems for individuals and review fire procedure | Fire drills, consider visual warning alarms |

Improving the delivery to disabled students and adults of information that is provided in writing for students who are not disabled. Improving communication between school, pupils, parents and carers

| TARGET | ACTIONS |
|--|---|
| Publicise the availability of key documents in alternative formats | Messages in Staff Briefing and school newsletter published on website |
| Annual reviews for students with SEN are as accessible as possible | One-Plan meetings, annual review paperwork and student passports to be child friendly and personalised taking into account fully the views of students and parents. Reviews to be conducted termly. |
| Ensure all policies reflect Accessibility | Accessibility Plan used when reviewing all policies |

Improving the provision for all stakeholders associated with the organization

| TARGET | ACTIONS |
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| Staff recruitment information and procedures to reflect and communicate the school's inclusive ethos | Ensure school policies reflect this |
| Review Learning Support register | Ongoing |
| Continue to gather information from Primary schools and liaise with post-16 institutions so that preparation time for transition is adequate | Learning Support / Pastoral Team |

APPENDIX A: Reasonable adjustments in the classroom: a checklist

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

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| <p>1. Pre-planning information.</p> <ul style="list-style-type: none">• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals. | |
| <p>2. What preparation have you made with the class/ group for:</p> <ul style="list-style-type: none">• One to one peer support• Collaborative teaming• Group work• Valuing difference of race, gender, ethnicity, disability or religion• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class? | |
| <p>3. Lesson planning: how will you support the needs of all learners?</p> <p>Consider:</p> <ul style="list-style-type: none">- timing,- variation of activities,- types of activities [concrete/abstract],- reinforcement of key ideas,- extension work- recall of previous work,- links to future work,- clear instructions. <ul style="list-style-type: none">• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?• Are you able to access specially adapted equipment for some students to enable them to participate fully? | |

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| <ul style="list-style-type: none"> • If not, can an alternative way be found? • Will the diversified and differentiated work allow all pupils to experience success at their optimum level? | |
| <p>4. What different teaching styles are you going to use?</p> <ul style="list-style-type: none"> • Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays? • Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing? • Kinaesthetic e.g. use movement, role play, artefacts, use the environment | |
| <p>5. Prepared materials</p> <ul style="list-style-type: none"> • Are written materials accessible to all: formats; readability; length; content? • Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc., are they accessible to all? • Appropriate use of augmented communication and ICT | |
| <p>6. Self-presentation</p> <ul style="list-style-type: none"> • Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child? • Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class? • How will you use your voice in the lesson, e.g.: volume, tone, and make sure all children are understanding you? • Where will you position yourself in the classroom and when? | |
| <p>7. Use of support staff</p> <ul style="list-style-type: none"> • Have you met with or at least communicated with support staff before the lesson? • How are you going to use other adult support in the lesson? • Does their use allow all children to be equally included in the class activities? • If you are using support staff for withdrawal, how do you know the pupils are gaining from this? • If you are using withdrawal, how are the groups organised? | |
| <p>8. Classroom organisation</p> <ul style="list-style-type: none"> • Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> - mobility impairments e.g. circulation space, table height - hearing impairments e.g. sight line for lip reading/ interpreter/ no glare | |

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| <ul style="list-style-type: none"> - visually impaired e.g. maximise residual sight, if touch can reach - pupils with challenging behaviour e.g. in adult gaze; at front for eye contact - pupils with short attention span/easily distracted, e.g.: sit on own - learning difficulties who need a lot of support, e.g.: next to peer supporter - short attention span, e.g.: distraction free zone ● What seating plans are you using and why? ● Will seating plans make use of peer support and how? | |
| <p>9. How will you organise and group pupils in lessons?</p> <ul style="list-style-type: none"> ● Friendship groupings? ● Mixed sex/same sex groupings? ● Mixed ability/same ability groupings? ● Specific pairs of pupils working together, e.g.: stronger reader/weaker reader? | |
| <p>10. How will you deal with unexpected incidents? Are you aware of the systems for dealing with unexpected incidents, e.g.: evacuation, fainting or fits, incontinence, medical emergencies?</p> | |
| <p>11. How will you ensure that all students feel equally valued through their experiences of:</p> <ul style="list-style-type: none"> ● the allocation of teacher and support staff time; ● being listened to/ paid attention to; ● being respected; ● achieving; ● interacting with their peers. | |
| <p>12. How will you assess the outcomes?</p> <ul style="list-style-type: none"> ● Do you have a scheme for assessing the achievements of all? ● Have you looked at alternative forms of assessment? E.g. video recording progress, peer evaluation, self-evaluation? ● How will you involve pupils in assessing their progress? | |