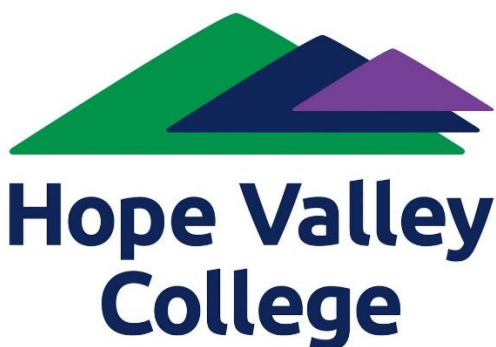# Hope Valley College

Accessibility Plan

Important: this document can only be considered valid when viewed on the Trust or School website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.

Version number:	1.0
Implementation date:	May 2021
Next review:	May 2024
Name and job title of author:	Richard Griffin, SENCO/Debbie Petts, Deputy Principal/Matt Furniss, Estates & Facilities Manager
Target audience:	Students / Staff / Trainees / Parents / Governors / Trustees / Visitors
Related documents:	School Improvement Plan/ Staff Development Plan/SEND Information Report/Equal Opportunities Policy/Curriculum Policies/Health & Safety Policies

Contents

1.   Introduction

1.1   This plan outlines the proposals of the Local Governing Body (LGB) of Hope Valley College to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1.1.1   Increasing the extent to which students with disabilities can participate in the school curriculum;

1.1.2   Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;

1.1.3   Improving information delivery to students with disabilities.

1.2   The Trust and LGB also recognises their responsibilities towards employees with disabilities and will:

1.2.1   Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;

1.2.2   Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;

1.2.3   Undertake reasonable adjustments to enable staff to access the workplace.

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

1.3.1   Parents of students

1.3.2   Employees

1.3.3   Governors

1.3.4   External partners

2.   Definition of Disability

2.1   Disability is defined by the Equality Act 2010:

"You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

2.2   What does 'substantial' and 'long-term' mean:

2.2.1   'substantial' is more than minor or trivial, eg it takes much longer than it usually would to complete a daily task like getting dressed;

2.2.2   'long-term' means 12 months or more, eg a breathing condition that develops as a result of a lung infection.

3.   Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.

4. Principles

4.1 Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

4.2 The school recognises their duty under the Equality Act 2010:

4.2.1 are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their educational, 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 developing a culture of inclusion, support and awareness within the school;

4.2.2 not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services;

4.2.3 not to treat disabled students less favourably;

4.2.4 to take reasonable steps to avoid putting disabled students at a substantial disadvantage;

4.3 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 rights to confidentiality.

4.4 The school provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles. We are aspirational for all our students and celebrate their unique contribution to the life of the school.

4.5 We want our students to be:

- Happy, confident with high expectations
- Resilient, independent and resourceful
- Caring, friendly and compassionate
- Open-minded and adventurous with broad horizons
- Ambitious, successful leaders and team players, ready for future challenges

4.6 In a school that:

- Provides excellent teaching and a wide range of challenging learning opportunities – academically, physically and emotionally
- Values every student as an individual and is ambitious for every student regardless of their background, previous achievements, talents or individual barriers to learning
- Is nurturing, caring and welcoming
- Is reflective and always striving to improve
- Develops student and adult leadership and participation at every level

- Is a community that students, staff and parents are proud of

5. Activity

This section outlines the main activities which the Trust and school undertake, and are planning to undertake, to achieve the key objectives (above).

5.1 Education & related activities

The school will continue to seek and follow the advice of external services as necessary, such as specialist teachers, educational psychologists and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

5.2 Physical environment

The school will take account of the needs of students and visitors 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.

They also work closely with the school Facilities Management company to ensure that the aims of this policy are met, maintained and where possible improved.

5.3 Provision of information

The school will make itself aware of services providing information in alternative formats when required or requested.

6. Action Plan

Under the headings within the Activity Section above the school will assess to what extent they already have in place and identify improvements. These are outlined in the attached Action Plan.

7. Linked Policies

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

7.1 School Improvement Plan.

7.2 Staff development plan.

7.3 SEND Information Report.

7.4 Equal Opportunities policy.

7.5 Curriculum policies.

7.6 Health and safety policy

Appendix 1: Access Plan

A1.1 Improve participation in the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Reasonable adjustments to enable access for all	Consider the needs of all students in the school when planning lessons and adjust resources accordingly, such as text size, paper colour, writing equipment, classroom position etc. – All children with identified general and specific learning difficulties with have a Learning Passport. Ensure all staff have access to inclusion data and Learning Passport for students they teach to ensure they can adapt resources/make reasonable adjustments as required in response to student needs. Progresso regularly updated to provide information required.	Ongoing to adjust to changing and emerging needs of students. Learning Passports are reviewed and updated regularly.	All staff have a responsibility to act on information shared by Learning Support and Pastoral Team. Learning Support and Pastoral Team share student specific information including teaching and learning strategies timely.	All students access the curriculum with relevant information shared and accessed by teaching staff in a timely manner.
Ensure teaching and learning methods and environment support children with hearing impairment	Promotion of an ethos of inclusion, acceptance and understanding. Individual Learning Passports detailing reasonable adjustments required for each child with hearing impairment are completed (and shared) following professional advice. Use of subtitles for video materials as appropriate.	Ongoing to adjust to changing and emerging needs of students. Learning Passports are reviewed and updated regularly.	All Staff – with support from key staff. Learning Support and Pastoral Team share student specific information including teaching and learning strategies timely.	Participation and progress confirmed by observations and assessment.

	Progresso to be regularly updated to provide information required.			
Ensure teaching and learning methods and environment support children with visual impairment	Promotion of an ethos of inclusion, acceptance and understanding. Learning Passports detailing reasonable adjustments required for each child with visual impairment are completed (and shared) following professional advice. Resources adapted as necessary such as large type worksheets. Progresso to be regularly updated to provide information required.	Ongoing to adjust to changing and emerging needs of students. Learning Passports are reviewed and updated regularly.	All Staff – with support from key staff Learning Support and Pastoral Team share student specific information including teaching and learning strategies timely.	Participation and progress confirmed by observations and assessment.
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Promotion of an ethos of inclusion, acceptance and understanding. Learning Passport detailing reasonable adjustments required for each child with impaired mobility are completed (and shared) following professional advice. Liaise with site team to ensure the environment is appropriate for children with impaired mobility. For example corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps and lifts are available and serviced. Early exit from classes and lift pass issued where appropriate. Direct access to server at lunch.	Adult/peer support as required. Ongoing to adjust to changing and emerging needs of students. Learning Passports are reviewed and updated regularly.	All staff - Ongoing assessment and provision support by Learning Support and Pastoral Team All staff have a responsibility to act on information shared by Learning Support and Pastoral Team. Learning Support and Pastoral Team share student specific information including teaching and learning strategies timely.	Access to all activities wherever possible after risk assessment.

	Provision of specialist adapted furniture where necessary. Personal Emergency Evacuation Plans (PEEPs) in place for children with impaired mobility. Progresso to be regularly updated to provide information required.			
Ensure teaching and learning methods and environment support children with emotional and behavioural difficulties (including mental health).	Robust pastoral structures in place (Form Teachers and Pastoral Team) to support proactive students' mental health and wellbeing. Clear behavioural expectations, consistent use of positive behaviour management strategies in accordance with the schools behaviour policy. Demonstration of patience and support. Create, facilitate, provide and contribute towards personalised packages of support including referral to external agencies where appropriate. Progresso to be regularly updated to provide information required.	Ongoing to adjust to changing and emerging needs of students. Learning Passports are reviewed and updated regularly.	All staff have a responsibility to act on information shared by Learning Support and Pastoral Team. Learning Support and Pastoral Team share student specific information including teaching and learning strategies timely.	Participation and progress confirmed by observations and assessment
Ensure teaching and learning methods, and the environment support children with ASD and ADHD	Information gathering and sharing at transition points by Learning Support and Pastoral Team. Learning Passports detailing reasonable adjustments required are completed (and shared) for each child with ASD and/or ADHD.	Ongoing to adjust to changing and emerging needs of students. Learning Passports are reviewed and updated regularly.	All staff have a responsibility to act on information shared by Learning Support and Pastoral Team Learning Support and Pastoral Team share student	Participation and progress confirmed by observations and assessment

	Classroom strategies, ensuring the student is prepared for change (e.g.; timetable changes, exam or assessment dates given etc.), Using support strategies as advised (e.g. using clear, concise instructions, chunking) Progresso to be regularly updated to provide information required. Administration and monitoring of medication, where appropriate.		specific information including teaching and learning strategies timely	
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g. asthma, allergies	Individual Health Care Plan to be followed if available. Accessibility of, administration and monitoring of medication, where appropriate. Learning Passports to raise awareness for staff when planning DT, PE, Science activities. Information available to all staff via Progresso. Face to face briefings as appropriate.	Ongoing to adjust to changing and emerging needs of students.	All staff, supported by Learning Support, Pastoral Team and First Aid staff. All staff have a responsibility to act on information shared. Parental responsibility to share information and pupil responsibility to be aware of and manage their own condition/s where appropriate.	Participation and progress confirmed by observations and assessment
To improve literacy and numeracy levels of students achieving below age expectations or with an identified barrier to learning (eg Dyslexia)	Identify students who require additional support through observation, referral and assessment. Provide appropriate interventions and packages of support including information sharing and strategies to	Ongoing to adjust to changing and emerging needs of students.	All staff, supported by Learning Support and Pastoral team	Participation and progress confirmed by observations and assessment

	staff through Progresso where appropriate.	Learning Passports are reviewed and updated regularly.	All staff have a responsibility to act on information shared. Learning Support and Pastoral Team share student specific information including teaching and learning strategies timely.	
Ensure all students can access public examinations and statutory assessments	Approved access arrangements in place for all students who have been identified as requiring and are eligible for support, including, readers, scribes, extra time etc. Facilitating and invigilating examinations outside of the school (within exam board guidance) in exceptional circumstances.	Throughout and prior to examination period – adhering to deadlines set by JCQ and school access arrangements as stipulated in relevant school policy.	Exam team, Learning Support Team and Pastoral Team. All staff have a responsibility to act on information shared. Learning Support and Pastoral Team share student specific information. Exams team to share access arrangements and timescales with all staff annually.	Participation and approved access arrangements in place for all exams and statutory assessments

A1.2 Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Classroom and office layouts – accommodating all physical needs (students, staff and visitors)	Ensure that all furniture in a classroom is organised in such a way as to not restrict a student's access to particular equipment or observe activities. Ensure those with physical impairments are considered when planning activities or events. Ensure screen at front of room is visible for all students and particularly with physical impairments. Assessment of size and furniture layout in offices (pastoral) to enable all to access. Adaptations made as per required to allow all to attend meetings and events irrespective of physical capabilities – suitable rooms selected.	Ongoing – assessment made on an event by event basis	All staff – event's organisers. Classrooms - site staff and all teachers to regularly check furniture/layouts. Offices - site staff and office users to regularly check furniture/layouts. Meeting rooms – all staff.	Classrooms and offices are welcoming spaces and where possible are accessible for all even those with physical impairments. Events can be attended by all even if they have physical impairments.
Emergency evacuation routes are suitable for all	Ensuring routes and exits are clear at all times. Routines in place to check and monitor all emergency exits. Personal Emergency Evacuation Plans in place for children with impaired mobility. Site team to check and monitor.	Ongoing	Site staff, trust FM lead and Pastoral Team SLT	All building users irrelevant of physical or mental capacity can escape premises safely in emergency situation.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Full access to all school trips and off site experiences for all students irrespective of physical disabilities	Assess provision of accessible transport and ensure trips are planned with consideration for physical capabilities of intended students – reasonable adjustments made. Where possible tailor off-site experiences to accommodate physically impaired students and where no alternative is available, ensure similar, experiences provided for physically impaired students.	Ongoing	All staff – in particular those organising trips/off site visits and EVC	All students irrespective of physical capabilities have opportunity to participate in off-site activities.
All lifts in full working order	Ensure problems are identified quickly and repairs carried out when necessary.	As per standard service and maintenance schedule. Additional provision as required.	Site staff	Those students with physical disabilities can access all rooms.
Ensure there are enough fire exits around school that are suitable for people with a disability	Regular checks of all walkways and exits. Staff are aware of requirements to keep emergency routes and exits clear of obstruction Immediate removal of obstruction upon discovery.	Ongoing – daily	All staff – facilities staff (caretakers and cleaners)	All disabled personnel and students have safe independent exits from school.

A1.3 Improve Access to Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Website – To be compliant, up to date and displaying accurate information.	Annual review. All policies to be reviewed and ratified within given timescales and due dates.	Annual	Communications Lead Principal and Governors	Compliant website All policies to be current and relevant.
To improve and develop alternative formats and platforms for sharing information with school community.	Using a variety of formats for communication, including text, email, student-post and social media. Ensure all parents/carers are aware that the school can provide communication in large text, via telephone and face to face meetings if required and requested. Check that correspondence sent home is accessible in relation to reading ability language etc.	Ongoing	Communications Lead Principal and Governors	All parents/carers are aware of alternatives available and how these can be accessed. Feedback from parents/carers references various platforms.
To provide information around support offered in school.	Website signposting support for specific needs. Pastoral and Inclusion team represented at parental evenings.	Ongoing	Communications Pastoral and Inclusion Team -SLT	Parents/carers aware of support offered in school and how to access it.