



# **GEORGE HASTWELL SCHOOL**

  

## **ACCESSIBILITY PLAN**

**Date Approved:** December 2019

**Approved By:** Full Governing Body

**Next Review Date:** December 2022

**Author/Reviewer:** P Brooks

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# ACCESSIBILITY PLAN

## George Hastwell School

1. This Accessibility Plan has been drawn up in consultation with the community, pupils, parents and staff of the school and covers the period from December 2019 – December 2022.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. George Hastwell School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as far as is reasonably possible to ensure that pupils with a disability are as, equally, prepared for life. 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. The School provides a parent-friendly leaflet with information regarding the school and the work undertaken with young people with SEN. Other examples of relevant information might include **home school diaries, letters to parents, timetables, and information about the school and school events**. The information should be made available in various preferred formats within a reasonable time frame.
4. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted as required. New Plans will be drawn up every three years.
5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Equal Opportunities and Diversity
  - Staff Development
  - Health & Safety (including off-site safety)
  - Inclusion
  - Special Needs
  - Behaviour Management
  - School Improvement Plan
  - Asset Management Plan
  - **School Vision and GHS Values**
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through **Full Governing Body meetings**.

11. The Plan will be inspected as part of the Ofsted Inspection process.

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002.**

It is intended to assist schools in auditing existing provision and access. It is not exhaustive but should encourage a flexible approach to questioning the accessibility of your school.

<b>7.1.1 Statement</b>	<b>Evidence</b>	<b>7.1.2 Action Required</b>
<p>The layout of areas allows access for all pupils, such as</p> <p><b>Academic areas:</b> eg, classrooms, hall, library</p> <p><b>Sporting Areas:</b> eg, gym, outdoor sporting facilities</p> <p><b>Social areas:</b> eg, dining hall, reception, common room</p> <p><b>Play areas:</b> eg, playground, wet play area</p>	<p>Internal classrooms, the library and other spaces are all wheelchair accessible.</p> <p>Door frames are all the correct width, wheelchair users can access all classrooms.</p> <p>Some classrooms are not large enough to accommodate wheelchairs without moving furniture to allow for access.</p> <p>The building is DDA compliant.</p> <p>All students are supported in the dining hall at dinnertime and have supervised areas they can use at break and dinner times.</p>	<p>Investigate the possibility of smaller classes in these situations.</p> <p><b>Submit bids for funding to improve smaller classrooms.</b></p> <p>Teachers manipulate furniture so students have better access.</p> <p>Positioning in the classroom is important for all students with difficulties.</p>
<p>Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps</p>	<p>All academic areas are accessible by slopes in the building.</p> <p>Some corridors are very narrow, creating a bottleneck at times.</p> <p>This is avoided by <b>supervision of pupil movement by staff.</b></p>	<p>Internal remodelling of the premises now allows access to all of the premises.</p>

<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>We have 18 disabled toilets in total, 4 with shower facilities. 4 bathrooms have a ceiling tracking hoist and changing beds.</p>	
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe</p>	<p>All slopes have fencing round them and are at the correct gradient. Disabled parking is as close as it can be to the school. Parking places are well marked. Home to school transport for disabled students have easy access and egress to the building at either end of the day. External steps have been painted to enhance visibility.</p>	
<p>Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory</p>	<p>Every child who has a disability has a risk assessment and fire procedure policy written about them. <b>Adult support fire teams are in place and undertake termly full practice sessions.</b> Risk assessments with temporarily mobility-impaired students outlining fire evacuation procedures.</p>	<p>Visual Alarms have been installed in all areas.</p>
<p><b>Tactile signs help disabled learners to use the building.</b></p>	<p><b>Tactile signs are in place.</b></p>	
<p>Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</p>	<p>Displays in classrooms can be too busy for visually impaired students. All classrooms are neutral colours.</p>	<p>Continue to make staff aware of the appropriate displays and fonts, colours etc., when arranging noticeboards.</p>
<p>All areas are well lit</p>	<p>Good lighting is available in all classrooms. Natural light is available in all classrooms.</p>	

<p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>This occurs as far as is reasonably practically possible.</p>	
<p>Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc</p>	<p>Adjustable furniture available, all other tables can be accessed by wheelchair users.</p>	

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7.1.3 <u>Statement</u>	Evidence	7.1.4 <u>Action Required</u>
<p>All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.</p>	<p>INSET sessions are led by school staff and external agencies on a range of special educational needs and disabilities.</p> <p>SENCo and subject leaders for consultation with other teaching staff and advice is given and sought where appropriate.</p> <p>Regular liaison with Specialist Advisory Teachers for sensory impairments.</p> <p>Regular liaison with physiotherapist, occupational therapist, speech and language therapist, community nursing teams.</p>	<p>Ensure regular INSET sessions from internal and external providers</p>
<p>Classrooms are optimally organised for disabled pupils</p>	<p>Seating plans are arranged to best meet the needs of students' disabilities in those classrooms. eg a VI student sits at the front and wheelchair users sit closest to the door</p>	<p>When space is tight furniture may need to be moved.</p>
<p>Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate.</p>	<p>All mixed ability teaching classes, with a heavily differentiated curriculum.</p> <p>Teaching is through a range of methods and has been observed to include individual, paired, small group and whole class work.</p> <p>TAs are distributed to maximise the students' ability to achieve in lessons, depending on the needs of the student.</p>	<p>Regular INSET on differentiation and meeting individual needs.</p>

<p>All pupils are encouraged to take part in music, drama, and physical activities</p>	<p>All pupils are able to take part in events such as the summer show, Harvest Festival, carol service, sports day, house competitions and lunchtime clubs, There is an inclusive signing choir involving pupils from across the whole school.</p>	<p>To continually encourage students to attend these opportunities and support them to do so if necessary.</p>
<p>Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, communication difficulties, slow writing speed for pupils with dyslexia</p>	<p>Use of Makaton signing system, use of PECS (Picture Exchange Communication System) and symbol support. Some pupils use communication technology – e.g. eye gaze, ipad devices. TA and teaching staff allow students with literacy difficulties to use bypass strategies – e.g. laptops, scribes.</p>	<p>Regular INSET on differentiation and meeting individual needs.</p>
<p>All staff plan for additional time required by some disabled pupils to use equipment</p>	<p>Staff allow additional time in lessons and for assessments to allow students to perform to the best of their ability.</p>	<p>Regular INSET on differentiation and meeting individual needs.</p>
<p>Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport</p>	<p>Lessons are adapted for the pupils' needs via staff support, use of equipment.</p>	<p>Regular INSET on meeting individual needs in P.E.</p>
<p>ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils</p>	<p>Comms boxes for individual students. Eye gaze available. 3D goggles purchased</p>	
<p>School visits are accessible to all pupils where possible, regardless of attainment or impairment, following risk assessments where all where reasonable adjustments are considered.</p>	<p>All students are given the opportunity to access appropriate trips following risk assessments and the consideration of reasonable adjustments. Pupils unable to access a visit are provided with suitable alternative educational experiences.</p>	<p>All school trips to be sanctioned by both the Educational visit Co-ordinator and headteacher for approval prior to letters going home. This sanctioning is to be mindful of the accessibility for all students.</p>
<p>All staff have high expectations for all pupils</p>		<p>Regular INSET on differentiation and meeting individual needs.</p>
<p>All staff strive to remove barriers to learning and participation</p>	<p>Teaching and support staff work together to remove barriers to learning.</p>	<p>Regular INSET on differentiation and meeting individual needs.</p>

## Appendix C – Access to Information

This section has been adapted from **Accessible Schools: Planning to increase access to schools for disabled pupils DfES 2002**.

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Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.		Ensure regular INSET on meeting individual needs.
All written communication follows an agreed house style using an appropriate font and size, eg, Arial/ Comic Sans Serif size 12 or larger on buff paper	Verbal communications for non-reading parents/carers.	
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	As appropriate school would liaise with LA support services as required, including translation services. Letters are sent home to increase access to information for parents. As far as possible letters and reports are free from jargon and written in accessible language, although parents still feel that more could be done regarding this matter.	Staff to continually be mindful of jargon in their communications.  School to collate information on parental needs regarding communication when the data trawls take place.
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	In Annual Review meetings paperwork is always either read aloud or précised for visitors.	Parent meetings to be presented visually – e.g. by Powerpoint.
Information is easily accessible through the school website.	There is a school website which can be accessed by all parents and the community.	Other additions to the school website could include: <ul style="list-style-type: none"> <li>• The school dinner menu</li> <li>• Information about <b>lunchtime</b> clubs</li> </ul>

<p>Visitors to the school feel relaxed and welcomed.</p>		<p>Visitors should be asked as a matter of course if they are ok to complete the visitors sign in procedures. All staff in reception, including passing members of staff should be aware of the stress some visitors feel when coming to school.</p>
<p>School-home communication is transparent and parents/carers and community members know with whom to communicate.</p>		<p>Information to be available on the website regarding communication channels.</p>