

Harborne Academy Accessibility Plan



Policy Owner: Governing Body

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Harborne Academy Accessibility Plan

Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, Relating to Disability, of the Equality Act 2010 and related Equality Duty 2011 which reiterates the duty laid out in the previous Discrimination Act 1995

The Academy is an inclusive school and is proactive in thinking ahead to anticipate the barriers that disabled students may face and takes active steps to minimise them so that the student is fully included in all aspects of school life.

The Governing Board of the school is responsible for the implementation of the plan. They will ensure, through the Head teacher and Senior Leadership Team that all staff are aware of how these duties should be implemented in their specific areas of responsibility.

If a parent/guardian thinks that their child has been discriminated against, they have a right of redress by making a claim of disability discrimination to the SEN and Disability Tribunal (SENDIST). If the tribunal finds that a school has discriminated unlawfully against a disabled student it can order any remedy that it sees fit, except financial compensation.

Definition of Disability

The Equality Act 2010 defines a disability as “when a person has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”. This broad description covers physical disabilities, sensory impairments, such as those affecting sight or hearing, and learning disabilities and some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

Aims

The plan will:

- Be embedded in a culture of high expectations for all.
- Be guided by the Special Educational Needs and Disabilities Information and Policy.
- Respond to the views of students and parents/guardians
- Demonstrate a commitment to developing access to the school for all students.
- Show commitment to the effective and sustainable use of resources.
- Be clear about how it will be evaluated.

Monitoring and Evaluating

The implementation of the plan is the responsibility of the Headteacher and Governing Board. It will be reviewed annually and revised every three years. In the process of its review it will take into consideration the views of disabled students, their parents/guardians and care providers in the community.

1. Adequately resourced
2. Implemented
3. Reviewed annually
4. Revised as necessary
5. Renewed every three years
6. Available to parent/guardian

Improving Access for Disabled Students

This plan addressed the three strands of the statutory requirements:

Increasing the extent to which disabled students can participate in the curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after school activities, leisure and cultural activities or school visits. Staff are expected to work alongside the Inclusion Team in identifying barriers and minimising barriers, as far as possible, which may reduce access to the curriculum for some students. All students, regardless of their disability, should be set challenging targets which are regularly monitored and up-dated.

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the availability of accessible information to those with disabilities. This will include planning to make written information that is normally provided by the school to its students available to disabled students. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of students' disabilities and students' and parents' preferred formats and be made available within a reasonable time frame.

Procedure

To identify barriers to access by disabled students a needs analysis checklist has been completed – Annex 1.

From the findings of this checklist an Action Plan has been written to identify necessary action to make the adjustments necessary – Annex 2.

This action plan will form part of the whole school development plan agenda. Progress will be reviewed annually and this accessibility plan adjusted accordingly.

Context

Harborne Academy is a comprehensive co-educational school for pupils from 11-18. The academy is based in a purpose built building that was constructed in 2013. This building is on three storeys. All learning takes place within one building. The academy does have two hard standing areas which are used by the PE department and at social time.

The academy is committed to offering an inclusive curriculum to ensure that best possible progress for all of our pupils whatever their needs and abilities. Not all pupils with disabilities have Special Educational Needs and not all pupils with SEN meet the definition for disability. This Accessibility Plan covers all of these pupils.

The Accessibility Plan exists to ensure the academy fulfils providing wide ranging opportunities for all where every individual in the community is valued so that the academy develops moral values, confidence and resilience.

Harborne Academy Curriculum

The academy provides a broad and balanced curriculum that fulfils all statutory requirements. The school's curriculum policy gives a clear overview of the pathways throughout the school. The curriculum is developed from English Plus in Year 7 which develops pupils learning skills and allows them to apply them more independently within Year 8. In Year 9 the pupils have the opportunity to work towards a more personalised curriculum through the options process. GCSE subjects are studied in KS4 in years 9, 10 and 11. Throughout their time at Harborne all pupils will be supported within the academy environment to have full access to the broad and balanced curriculum. High Quality First Teaching and the Harborne academy charter mark places clear expectations on pupils and staff alike to make progress. Where pupils are facing challenges within the curriculum it can be adapted and supported in a number of ways:

- The allocation of Teaching Assistants to support specific needs
- Strategies employed within the classroom that personalise and support lesson delivery
- Small group or individualised teaching
- A nurture literacy group in years 7 and 8
- Pre/post tutoring sessions
- Adapted specialist sessions e.g. PE

In order to support the needs of all learners the academy also promotes:

- Differentiated learning
- Use of alternative / additional technological resources e.g. lap tops

For some learners there may be a need to apply for additional support during examinations. The academy monitors the needs of its learners so that appropriate applications can be submitted to relevant examination boards. No pupil in the academy should be disadvantaged through their needs during formal examination processes. The academy can choose to apply for additional support for:

- Additional time
- Access to a scribe
- Access to a reader

The academy may also make the decision to offer pupils:

- An alternative environment in which to sit exams

- Access to supervised rest breaks

All pupils within the academy have access to careers advice. This is delivered through the curriculum and more personalised meetings with specific staff members. In order to make appropriate transitions pupils with disability will have regular sessions with an independent careers advisor.

The academy has a clear direction that no pupil will be withdraw from curriculum entitlement based on their disability.

Harborne Academy Facilities

The Harborne Academy was built and opened in 2013 and so the school benefits from all up to date access requirements. All entrances to the school building are on level access and the main school entrance is based on an automatic door that provides access for wheelchairs and disabled users, there is no requirement for users to have to physically push/pull a door to get access. All entrances to the building are designed to accommodate wheelchairs and all areas are sloping without any necessity to move level.

Outside the hard play areas can be accessed by sloping concrete ramps and handrails so all pupils can have access to these.

The academy is designed on three floors. All of the floors are accessible by a lift and keys to the lift are held by identified member of staff. All pupils can access specialist areas of PE, Design Technology & Science. The corridors within the academy are designed to support pupils travelling around the school site, however, where deemed necessary some pupils may travel between lessons at staggered times.

Specialist areas will have their own risk assessments that are regularly reviewed and link into the accessibility plan. The Science department has risk assessments for all the types of experiments it conducts.

The Design & Technology classroom allows equal access to all by providing a physical environment for all learners. The department has height adjusting tables and seats to allow all pupils to safely and effective use tools. Portable power tools are in operation that support pupils with physical and visual impairments and steps are used to allow access to the laser cutter.

Where a department requires additional support to meet the needs of learners, additional resources can be provided through Teaching Assistant support. Health & safety is paramount within the academy and, where appropriate, tasks/equipment used can be modified to determine accessibility for all learners.

The academy provides disabled access to toilets throughout the building. There are six disabled toilets which are all fitted with emergency call buttons. There are showering and changing facilities within the PE department.

Where there is a need to provide additional specialist equipment for individual pupils this can be done with conjunction with the local authority and CRISP funding can be applied for.

Where there are additional risks for the pupil the school will complete and enhanced risk assessment and for identified pupils PEEP's are in place to support with emergency evacuation procedures.

The school has a clearly identified medical room which is monitored by a qualified member of staff with the relevant First Aid at Work Qualification.

The school library is designed so that all books are at an appropriate height for all users and can be accessed accordingly.

The school has a portable hearing loop device which can be used in a variety of areas of the building to support all stakeholders with sensory needs.

Improving Communication

Pupils with identified visual disability are supported in class by production of resources with increased font size. The academy also works closely with the Visual Impairment Service in order to develop best practice for pupils.

Staff have the ability to use visual aids with pupils so that ideas can be best shared.

Pupils can be allocated a key worker who will hold regular mentoring sessions. These mentoring sessions allow pupils the opportunity to share concerns/worries with the staff member.

The academy regularly communicates via the school website, letters, text messages and phone calls. The academy provides a termly newsletter to share information.

Annex 1

Identifying Barriers to Access: Checklist

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	X	
Are your classrooms optimally organised for disabled students?	X	
Do lessons provide opportunities for all students to achieve?	X	
Are lessons responsive to student diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all students encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled students for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all students irrespective of attainment or impairment?	X	
Are there high expectations of students?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Question 2: Is your school designed to meet the needs of all students?

Question	Yes	No
Does the size and layout of areas including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms allow access for all students?	x	
Can students who use wheelchairs move around the schools without experiencing barriers to access such as those caused by doorways, steps, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform all students, including students with SEN and disability; including alarms with both visual and auditory components?	X	
Are non- visual guides used, to assist people to use buildings including lifts with tactile buttons?	x	
Could any of the décor or signage be considered to be confusing or disoriented for disabled students with visual impairment, autism or epilepsy?		x
Are areas to which students should have access well lit?	x	
Are steps made to reduce background noise for hearing impaired students such as considering a rooms acoustic noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	X	
Do you have the facilities such as ICT to produce written information in different formats?	X	

Do you ensure that staff are familiar with technology and practices **X**

Policy Owner – Harborne Academy

Policy Author – Matthew Fortune

Governor Approved –

Date of next review -