

Great Howarth School



Accessibility Policy 2017-2020

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Delegated to:	V.Brownsell. Drafted at a training and information session with input from Rochdale LA officers.
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Policy Approval:

Signature of Headteacher:

Alec Dean

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Introduction

Under the Equality Act 2010, 'schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation'.

It is important to state that under the legislation of 2010 a person 'has a disability 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 carry out normal day-to-day activities.'

In order to comply with legislation, schools are required to have in place an accessibility plan which:

- Is renewed every three years.
- Is approved by the Proprietor.
- Ensures that the school is meeting its duty under the public sector equality duty (PSED).

This plan sets out the proposals of the Proprietor of Great Howarth School:

- To increase the extent to which pupils with a disability can participate in the curriculum.
- To improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible information to pupils with a disability.

This accessibility plan is resourced, implemented and reviewed, as standard, every 3 years and revised as necessary. Implementation of the school's policies in relation to SEN and Equality are reported on regularly to Executive Board and information is included in the school prospectus.

1A: Vision and Values

Great Howarth School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil. Our aim is to include all pupils and we strive to meet their needs in a range of positive and proactive ways.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all of our pupils. School staff all strive to identify and eliminate barriers to learning, whenever possible, and promote equality of opportunity throughout the whole school.

The school has worked towards a more inclusive curriculum by:

- Setting suitable learning challenges.
- Responding to pupils' diverse needs.
- Overcoming whole-school and subject-specific barriers to learning.

Great Howarth School is an independent special school primarily for learners with an Education Health Care Plan identifying needs for social, emotional and behavioural difficulties.

We are committed to providing a high quality educational experience for all its learners and by adopting a flexible approach to curriculum delivery and the learning setting. Horizon aims to create an inclusive school environment. The school environment provides learners with

the opportunity to access a range of curriculum opportunities and the flexibility of approach will ensure we meet the needs of every individual.

Classrooms are designed to be multi-functional learning spaces that can adapt to needs of pupils, staff, families and the wider community. Each learner has an individual learning plan that reflects their specific needs and this is then implemented by a flexible approach for delivery both in the School and in the community.

Some classrooms contain specialist equipment, but all subjects can be delivered in multi-function spaces on the ground floor. This is supported by a robust and high quality ICT strategy which includes the use of wireless laptops and a planned Internet based 'Learning Platform' which will be the school's means of communicating with pupils, families and the wider community. This innovative tool will also contain all electronic learning resources meaning that staff and pupils can access the same content anywhere in the building and at any other location with an Internet connection. The aim of this approach is ensure Horizon Schools have a flexible, high quality learning environment.

1B: Information from Pupil Data and School Audit

Key starting points for the school's plan are assessments of:

- The nature of the school population for whom the school is planning, including present and potential future pupils.
- The physical environment of the school, including a consideration of the impact of the school's existing plans and priorities. As the school has just been through the BSF process it is believed that the school now meets all disability access expectations but there are always areas which can be further improved.

An audit of the school's strengths and weaknesses in working with pupils with a disability highlighted the following:

The presence in school of pupils with a disability and the pattern of their participation in the life at the school, for example:

- There are no areas of the curriculum to which pupils with a disability have limited or no access at the moment.
- There is a genuine commitment to ensure the participation of pupils with a disability in off-site activities.

A positive impact on pupils with a disability by the way the school is organised:

- School policies, practices and procedures relating to anti-bullying, school trips, the way risk assessments are carried out, learning and teaching, time-tabling, the administration of medicines.

Consistently positive outcomes for pupils with a disability, including:

- A detailed analysis of outcome data: exams, accredited learning and end of key stage outcomes.
- Detailed information showing how well pupils with a disability are accessing the curriculum (lesson observations in different curriculum areas, for example).
- Achievements in Learning Outside the Classroom (LoTc).

The audit of need and provision is continuous and ongoing due to the relationship between parents/carers and the school and emerging needs.

Area 1 - Access to the Curriculum

Action:

- Continued differentiation across the curriculum will allow for a variety of approaches and outcomes. This will be clearly reflected in teachers' planning and evaluated alongside group and individual learning outcomes.
- All staff to be made increasingly aware of the demands of equality legislation through CPD.
- Development of the role of key workers and particularly the LSAs with responsibility for pupils with specific disabilities.
- Responding to the demands of changing SEN legislation as and when it is passed.
- Responding to the specific needs of individuals, which need to be assessed as they emerge and reasonable adjustments accommodated.

Area 2 - Accessing the Physical Environment

Action:

- Regular checks by premises staff
- Communication signage is clear and appropriate.
- There is a safe and secure outdoor space accessible to all.
- Ensuring access to disabled toilet facilities.
- Teaching spaces are flexible and able to adapt to learner need on a day to day basis.
- Ensure there are appropriate evacuation procedures and written plans in place.

Area 3 - The Acquisition & Delivery of Information

Action:

- Website to be continuously developed to become more interactive and informative; development of the learning gateway.
- Parental engagement - ask current parents/carers if there could be improvement in access to information for a person with a disability.
- Responding to the specific needs of individuals by making all reasonable adjustments.

Associated policies and documentation:

- Equality, Diversity & Community Cohesion Policy
- SEND Policy
- Curriculum Policy
- School Improvement Plan
- Health & Safety/Premises Audits