

## **Haileybury Turnford Accessibility Plan**

### **Statement of intent**

This plan outlines the proposals of the governing body of Haileybury Turnford to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

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

- Parents and carers of students
- Employees
- Governors
- External partners

**Date published: Autumn 2019**

**Next review date: Autumn 2022**

## **Review and next steps:**

As a result of the evaluation of existing accessibility issues, our Accessibility Plan has been updated in October 2019. Significant improvements include:

- Staff Training on 31/8/17, 3/9/18 and 26/9/18 to give greater awareness of strategies to ensure accessibility to the curriculum for specific students with disabilities (at the start of 2018-19 academic year), led by senior staff, SENCO and Deputy SENCO (Planning Duty 1)
- External Staff Training on 25/6/19 at Staff Teaching & Learning Conference, led by Chris Russell, DSPL4 (Planning Duty 1)
- Staff Training on 2/9/19 to give greater awareness of strategies to ensure accessibility to the curriculum for specific students with disabilities (at the start of 2019-20 academic year), led by senior staff, SENCO and Flex/SEND Coordinator (Planning Duty 1)
- Consideration of the needs of specific students with disabilities for educational trips, led by the Assistant Principal (Educational Visits Coordinator); includes new ways for Trip Leaders to share information about specific students on Evolve, internal monitoring processes for tracking students on educational trips, and further training planned for Trip Leaders during this term (Planning Duty 1)
- Review of the school site, by the Business Manager and Site Manager to ensure the school is fit for purpose for students with disabilities, supported by Judicium Education and Health & Safety support from our sponsor school to ensure further risk assessment planning and management is implemented robustly (Planning Duty 2)
- Lifts serviced and working for students to access the first floor in the school buildings, for the start of the 2019-20 academic year, and discussions with the Education and Skills Funding Agency and Arcadis as part of the new PSBP2 building project (Planning Duty 2)
- Discussion ongoing with external website provider to consider options to improve information access (Planning Duty 3)

## Planning Duty 1

Governing bodies should undertake an audit of the extent in which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success Criteria	Review
<b>Short term</b>	Staff to have a full awareness of whether the new curriculum is accessible for specific students with disabilities	Further audit of curriculum and appropriate training opportunities (as part of wider curriculum review)	Faculty Leaders with teachers SENCO Flex/SEND Coordinator	By Spring 2020	Senior staff and teaching staff are fully aware of the accessibility gaps to the curriculum for specific students, with action plan in place to move curriculum accessibility forward	Summer 2020
<b>Medium term</b>	School trips to always take into account the individual requirements of specific students with disabilities	Culture of confidently meeting the needs of specific students embedded for all trips with risk assessments in place	Educational Visits Coordinator Trip Leaders Teachers SENCO Flex/SEND Coordinator	By Summer 2020	Planning of school trips fully takes into account requirements of specific students; training evaluations are all positive	Autumn 2020
<b>Long term</b>	Students with disabilities to fully access lessons at all times	Provide laptops/tablets to students with disabilities and other appropriate resources (as required)	SENCO Flex/SEND Coordinator IT Network Manager	By Autumn 2020	Specific students can access learning activities even more fully and make strong progress	Spring 2021

## Planning Duty 2

Governing bodies should undertake an audit of the extent in which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success Criteria	Review
<b>Short term</b>	To have full awareness as to whether the school's physical environment is accessible	Audit of physical environment	Site Manager School Business Manager Judicium Education consultant Health & Safety support from sponsor school	By Spring 2020	School is fully aware of accessibility gaps to its physical environment and improvements made as necessary	Summer 2020
<b>Medium term</b>	Learning environment of students with visual impairment is fully accessible	Incorporation of appropriate colour schemes	SENCO Site Manager School Business Manager Judicium Education consultant Health & Safety support from sponsor school	By Summer 2020	Learning environment is accessible to students with visual impairments	Autumn 2020
<b>Long term</b>	To review toilet provision and ensure it is appropriately planned in new building in 2021	To ensure there is full access to toilet provision across the school site	Site Manager School Business Manager ESFA/Arcadis	By Autumn 2020	Access to toilets is improved accordingly	Spring 2021

### Planning Duty 3

Governing bodies should undertake an audit of the extent in which students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Success Criteria</b>	<b>Review</b>
<b>Short term</b>	Senior staff to have a full awareness of whether school information is accessible or not and to know how to make written information accessible as required	Audit of information delivery procedures and seek support from external advisors/local authority	SENCO Flex/SEND Coordinator	By Spring 2020	School is aware of accessibility gaps to its information delivery procedures and ensure it is aware of local services for converting written information into alternative formats	Summer 2020
<b>Medium term</b>	Written information accessible to any students with visual impairments	Access to braille machine to translate as required	SENCO Flex/SEND Coordinator	By Summer 2020	Written information is fully accessible to children with visual impairments	Autumn 2020
<b>Long term</b>	School website is fully accessible to children with disabilities	Audit of information on school website	Principal Website Manager External website provider	By Autumn 2020	Website is fully accessible	Spring 2021