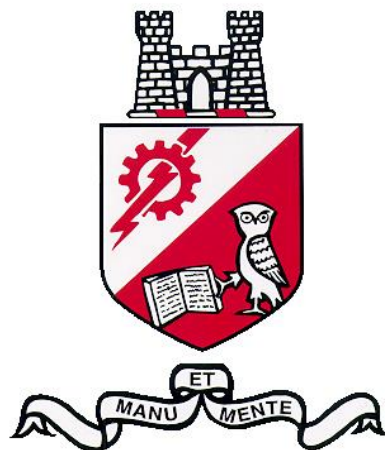


# WEST HATCH HIGH SCHOOL



THE BEST THAT I CAN BE

## Accessibility Plan

Policy reviewed: September 2021

Signed:

A handwritten signature in black ink, appearing to read 'A. Moran', is written over the 'Signed:' label.

Headteacher

Review Date: September 2024

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At West Hatch High School, we have created an inclusive community. We are committed to the care and well-being of all students so that they can learn in a safe, secure environment. All members of the school community work together to create an atmosphere in which each member can develop and grow regardless of gender, colour, ethnic origin, nationality, age, socio- economic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction.

Every area of school life reflects this attention to individual needs and rights, as all school policies are founded on these basic principles, which are embodied in the school aims and values.

Students have access to a broad and balanced curriculum and to a range of extra- curricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual students and groups within the school community. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever their race, class, colour, creed, sex, sexuality, age or ability. The Disability Equality Duty (2006) requires schools to be proactive in promoting disability equality and eliminating discrimination, having regard to Part 5A of the Disability Discrimination Act 1995. This has now been superseded by The Equality Act of 2010

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### **3. Statement of intent**

Accessibility at West Hatch High school focuses on improving the school's physical environment, ensuring we provide a broad and balanced curriculum that is accessible to all and improving the availability of accessible information to all students, parents/carers and visitors.

The Accessibility Plan applies to all staff, students, parents and visitors at West Hatch High School. We aim to ensure accessibility in the following areas:

- Site accessibility for staff, students, parents and the community
- Access to the curriculum for all students
- Access to appropriate support
- Access to information for staff, students, parents and the community

### **4. Site accessibility**

At West Hatch we aim to make all areas of the site accessible where possible, so that all people using the facilities have an equality of opportunity to access the curriculum, extra-curricular activities and other areas of the school.

West Hatch take reasonable steps to avoid disadvantaging any of its community in terms of accessibility. It manages and improves the physical environment of the school buildings and grounds to meet the needs of a range of students, staff and visitors who have disabilities. However, as per the Equalities Act (2010) the school is not obliged to anticipate and make adjustments for every imaginable disability and need only consider general reasonable adjustments. Changing facilities are accessible to ensure that the curriculum is accessible for all.

Risk assessments are completed where appropriate: they are written principally for two purposes: for activities and for groups of students; and for specific students (as generic for their time in school, and/or for specific activities, or to take into account their specific disability). Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.

The medical condition of students affecting health and safety and site accessibility, compiled as a separate document and is circulated to staff in school on a need to know basis. Likewise, the medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher and related staff.

There is also the provision of the following for staff and students who have reduced mobility:

- Disability parking bay
- Disabled toilets in the main building, English block and sports centre
- Tactile paving has been laid around the school
- Portable ramps
- Visually explicit department signage

### **5. Access to the curriculum**

West Hatch ensures the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that both teaching and learning and pastoral care is effective and appropriate for these students.

Appropriate training regarding SEND students is given to all staff throughout the academic year by the SENDCO and pupil passports for these students are given to teaching staff and Learning support assistants; they are also securely stored on the shared area with secure access for staff and SIMS.

Written material is provided to all students in an appropriately presented format where necessary, to SEN and disabled students, including visual (e.g. coloured paper) pictorial and oral formats and also to ensure that classroom organisation is planned to maximise learning opportunities, including all forms of assessments, both in class and public exams.

Curriculum and extra-curricular trips are available to all students regardless of SEN or their disability. Similarly, all students have access to Work Experience in Year 10.

Students who are internally excluded or on a fixed term exclusion are provided with work for the length of the exclusion.

The options process in Year 9 ensures access to the GCSE curriculum for all students, including those in key groups. All students have access to the EBacc basket and vocational subjects are also available.

We have an Intervention Centre staffed throughout the week. Students have individualised programmes and the opportunity for tailored support and specialist help. The Centre is also extremely successful in reintegrating students back into main-stream lessons, offering them targeted help, developing their confidence and self-esteem.

## **6. Access to appropriate support**

The school's aim to value and develop the potential of all pupils includes recognising and responding to special needs as they occur. These may be physical or emotional as well as learning needs, and range from mild or transitory to longer-term and more complex. Our policy aims to ensure that such needs are identified and a planned programme of support provided. This follows the National Code of Practice, and parents are fully involved as are appropriate support agencies where available.

A range of strategies are employed to maximise access to the curriculum. Time is spent adapting teaching materials; some pupils have access to a Learning Support Assistant within lessons. Staff work with individual pupils and their parents. Senior colleagues, working with the SENDCo (Special Educational Needs Co-ordinator), have specific responsibility to ensure that provision, whether via an EHCP or otherwise, is made and that teaching and support staff are suitably trained and supported.

An effective target setting system exists within the whole school, further tracking and monitoring of pupils progress with additional needs is undertaken by the SENDCo and Learning Support Department. The SENDCo uses Provision Mapping to ensure there is access to resources across the cohort.

The SENDCo also analyses data, tracking progress of students with additional needs across the key stages to ensure West Hatch is providing a high quality education to all pupils. Any trends arising are targeted in the following year's SEND Evaluation and Development Plan and Departmental Improvement Plan.

The SENDCo reports regularly to the Governing Body who has a member with specific responsibility for monitoring SEN provision. Our philosophy is to recognise the special needs some children have and to ensure that they too gain success from all aspects of school life. We offer literacy support on a withdrawal basis, both in small groups and one to one.

Pastoral staff and School Counsellors are able to give information and advice to parents on how to support their child as needed. Counsellors cannot, however, give details of specific conversations without students' permission.

Attendance is monitored daily and parents are contacted on the first day of absence. HOY liaise with students with lower attendance and support with the provision of work and reintegration packages.

Restorative Justice Style meetings take place to resolve issues between students. Exclusions are kept to a minimum – when returning from exclusion re-integration meetings take place and students go on report as a support mechanism.

## **7. Access to information for staff, students, parents and the community**

West Hatch High school's aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. Relevant documents are posted on, and may be downloaded from, the school's website, or hard copies may be requested. Notices are shared on the school's website, Facebook page and Twitter account. Parents/students may request copies of student record files, including paper and electronic files.

Parents/students may not be given access to records which contain information on other staff/students which would breach our Data Protection Policy and/or the Data Protection Act. All requests for information should be made in writing, to the Head teacher. Any complaints should be addressed through the School's Complaints Procedure, available to view via the school website.

Information is shared between transitions, Pupils with SEN and/or disabilities are identified through close liaison with primary schools prior to transfer. The Primary School should notify us with a detailed pupil profile

outlining their strengths, weaknesses and strategies to enable access to the school and the curriculum. This information is disseminated to staff.

Students have access to information by:

- The regular reporting of students' progress through progress checks
- Feedback from subject teachers
- Reviews through passports and one plans
- Through student voice
- Student questionnaire and feedback
- Students have access to Microsoft teams and Show my homework, which allows students to access homework's and up to date supported materials from their class teacher.

Parent/carers have access to information by:

- Regular progress checks
- Teacher's feedback in books and assessment feedback on blue sheets in books.
- Letters, emails, telephone conversations and text messages to parents
- Parents evenings
- Information evenings
- Aspiration days
- School website and social media
- Options booklets
- Parent voice
- Open evenings
- Appointments e.g HOY, HOH SENDCo
- Main school prospectus
- SEND information report
- SEND information shared: at reviews, printed documentation, and from relevant professionals outside school supporting the work of the school.

## **8. Access arrangements**

Access arrangements are put in place before an assessment. They allow students with specific educational needs, disabilities or temporary injuries to access the assessment, and show what they know and can do without changing the demands of the assessment.

Some candidates with disabilities and learning difficulties are likely to have a number of needs and require a range of access arrangements. These include:

- supervised rest breaks
- extra time
- a word processor
- a scribe
- a reader
- coloured overlays
- coloured/enlarged papers
- modified language papers
- oral language modifier
- separate invigilation within the centre
- alternative site arrangement

Access arrangements are processed at the start of the course. Teachers have to provide written evidence of current difficulties and how they substantially impact on the learning in the classroom. Permission from the exam boards lasts for 26 months from the date of the application. Year 9 students sitting public examinations at the end of year 9 are assessed in September, at the beginning of the school year and then have to be re-assessed in Year 11. Students who are taking exams just in Years 10/11 will be assessed at the end of Year 9. Students in year 12 will need to be re-assessed if the KS4 Access Arrangement is to be carried forward for KS5 examinations. The arrangement(s) must reflect the normal way of working in the classroom, internal school tests and mock exams.

## **9. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher.

## **10. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk Register and Risk Management Policy
- Health, Safety and Wellbeing Policy
- Equality Duty Policy
- Supporting Pupils with Medical Conditions Policy

## **ACCESSIBILITY PLAN 2021**

### **Increase the extent to which SEND (Special Educational Needs & Disabilities) pupils can participate in the school curriculum**

Improving access to the curriculum			
Targets	Strategies	Outcome	Timeframe/ Responsibility
Identify disabled pupils at primary schools who will in time transfer to West Hatch	Meetings with key staff in all the primary schools where pupils come to us.  Contact partner special schools.	Pupils identified with timescale of entry. Primary school to identify primary need and possible provision.	SENCo & Transition Manager Summer Term
Ongoing training for teachers to ensure SEND pupils have their needs met.	Ongoing audit skills and competencies of teaching staff. Identify teachers to benefit from a programme covering: <ul style="list-style-type: none"> <li>• Differentiation of the curriculum.</li> <li>• Provision of appropriate teaching resources.</li> <li>• Teaching and learning practices.</li> <li>• Further resources available from LA and other support services.</li> </ul> (See local offer on website)	Teachers enabled to apply appropriate teaching styles and provide opportunities to accommodate a range of learning opportunities, in particular to ensure we meet the needs of new entrants in Year 6.	SENCo & Team Throughout the year
Ongoing training for teacher(s), and Learning Support Assistant(s) in areas of all needs for example: Hearing impairment Visual impairment Sensory impairment Autistic spectrum disorder Speech and language difficulties	A mixture of internal and external courses attended. Parents invited three times a year to share their strategies.	Teacher(s), Learning Support staff/Higher Level Teaching Assistants with specialist training/qualifications and liaison with parents	Three times per year as stated in the Code of Practise.



Specific learning difficulties			
Improvement in teaching aids and resources to support students needs	Investment into technology to support students <ul style="list-style-type: none"> <li>• reading pens</li> <li>• laptops</li> <li>• tablets</li> <li>• software support- touch typing</li> </ul>	Students improved access to their class teacher and learning. Supporting more students needs	SENDCo, ongoing depending on needs
To provide bespoke support to all pupils with additional needs	Effective deployment of LSA's Quality first teaching CPD for staff Engagement with specialist agencies	Students will get support in the right areas to ensure they are given opportunities to be successful	SENDCo, Deputy SENDCo, Deputy Head.  Ongoing
To ensure that eligible students are able to obtain access arrangements	Train staff on support students with exam access arrangements.  Train staff on how to apply/ give correct information for students to gain access arrangements.	Students will have the correct arrangements put in place before any exams, so this is their normal way of working	SENDCo, Dyslexic specialist teacher  ongoing
Improving access to the physical environment			

Identify areas of the school that can be modified to ensure access to the building	Install push buttons on gates that would mean students could access the science building	Students will be able to access more of the curriculum	SENDCo, Business manager ongoing
Portable ramps in main building which allows more access	Invest/ apply for portable ramps that allow addition access to the main build for wheelchair users	Students will be able to move more freely around the school building	SENDCo, Business manager. ongoing
Accessible buildings- sports centre and English block	Additional classrooms that are accessible will allow for my flexibility when timetabling classes for students with mobility difficulties.  More access to disabled toilets	Students are able to access a wider curriculum and have access to more toilets around the school site	Business manager. completed