



Hannah Ball School

Accessibility Plan

Approved by: Full Governing Body

Date: Autumn 2022

Next review due by: Autumn 2025

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Hannah Ball School the Plan will be monitored by the SLT and evaluated by the board of governors where necessary.

At Hannah Ball School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Aims

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs.
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

1) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the board of governors. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2) Hannah Ball School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3) Hannah Ball School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

Hannah Ball School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:

- Increase access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
- Improve and maintain 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 within a reasonable timeframe.
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy

6) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

7) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Current good practice

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Physical Environment

There are multiple barriers (stairways and steps) to the school for physically disabled learners using a wheelchair. The school do not currently have any pupils or staff using a wheelchair, therefore a need for a ramp or similar has not been necessary. However, the school have purchased ramps that can be used if necessary.

Therefore there are no areas of the school to which disabled pupils have limited or no access at the moment. Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

Action plan 2019 - 2022

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full

participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Actions achieved in 2019-22 *					
<ul style="list-style-type: none"> • New website with translation ability • Parking permit given to parent with disabilities/allowances of use of carpark when dropping off/picking up pupils with physical disabilities • Metal ramps purchased for hall • Calm room designed and implemented • Teaching spaces designed to be accessible to pupils with sensory issues and autism • Transition arrangements are clear and high quality liaison between settings is now in place 					
	Targets	Outcome	Timeframe	Goals Achieved	Updates
Short term	To improve the provision for ASD pupils	To create a comforting break out space for those children that may need time out	Autumn 2019	Children access the space and can access self-soothing or guided activities	Complete and in use regularly
Medium term	To ensure all teaching spaces are optimally organised to promote the participation and independence of all pupils	To become more 'autistic friendly' and to achieve a balance of a calming and ordered environment	Summer 2020	Accessible classroom – to include labels that are consistent throughout the school. A move towards natural colours – ie table tops, furniture. Hessian backing on boards to be investigated	Completed – ongoing audits of classrooms will be needed to ensure they remain autistic friendly
	To liaise with educational establishments to prepare for the intake of new children who transfer	To identify pupils who may need adapted or additional provision	Ongoing as need arises	Provision set in place ready for when the children start school	ongoing

	within year				
	To review policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	All policies clearly reflect inclusive practice and procedure	Ongoing
	To ensure collaboration and information sharing between school and families.	To establish and maintain close liaison with parents	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	ongoing
	To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure that pupils are receiving the additional support needed to thrive	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	ongoing

Curriculum

Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Information

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

Management, coordination and implementation and review

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

***Action plan 2022 - 2025**

To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

	Targets	Outcome	Timeframe	Goals Achieved	Updates
Short term	To further improve the provision for ASD pupils	To further develop the comforting break out spaces for those children that may need time out	Summer 2023	Children access the space and can access self-soothing or guided activities	
Medium term	To continue to ensure all teaching spaces are optimally organised to promote the participation and independence of all pupils	To maintain an 'autistic friendly' environment and to achieve a balance of a calming and ordered environment	Summer 2023	Accessible classrooms and outside spaces – To research best practice to improve upon our current provision - A move towards natural colours – ie table tops, furniture. Hessian backing on boards to be investigated	
	To liaise with educational establishments to prepare for the intake of new children who transfer within year	To identify pupils who may need adapted or additional provision	Ongoing as need arises	Provision set in place ready for when the children start school	ongoing
	To review policies to	To comply with	Ongoing	All policies clearly	Ongoing

	ensure that they reflect inclusive practice and procedure	the Equality Act 2010		reflect inclusive practice and procedure	
	To ensure collaboration and information sharing between school and families.	To establish and maintain close liaison with parents	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	ongoing
	To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure that pupils are receiving the additional support needed to thrive	Ongoing	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning	ongoing