



Heston

COMMUNITY SCHOOL

Accessibility Plan 2009 - 2012

'I certainly am interested in accessibility, clarity, and immediacy.'
Paul Muntoon

This Policy is founded within our School ethos which provides a caring, friendly and safe environment for all members of our community.

Draft September 2009

1.0 Introduction

1.1 Heston Community School is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

1.2 The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students.

1.3 This plan sets out the proposals of the Governing Body of the School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services
- Improving the delivery to disabled students of information which is provided in writing for pupils who are not disabled.

1.3 It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

2.0 Vision and Values

- 2.1 Heston Community School is committed to ensuring equal opportunities for any student or employee with a disability, to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.
- 2.2 Our commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The School:
- Sets suitable learning challenges
 - Responds to students' diverse needs
 - Overcomes potential barriers to learning and assessment for individuals and groups of students
- 2.3 The School's Anti-Bullying Policy and PHSCEE promote equality and respect regardless of gender, race, colour, creed or impairment.

3.0 Definition

- 3.1 A disabled person includes:
- A visually or hearing impaired person
 - A person with a physical disability
 - A person with a medical condition, including diabetes, severe asthma, epilepsy, chronic fatigue syndrome, a mental health condition, cancer and any other ongoing condition such as colitis
 - A person with an autistic spectrum disorder
 - A person with Down's syndrome
 - A person with dyspraxia and or ADHD
 - A person with dyslexia

4.0 The School

- 4.1 Heston Community School is a growing, oversubscribed 11-19 Community School with some 1270 on roll. Its Centre for Hearing Impaired Students is an integral part of the School community and students are integrated into the normal life of the School. Where students have identified disabilities and/or Statement of Educational

Need, provision is adapted to enable them to participate fully in school life.

- 4.2 We are also mindful of adults with disabilities in our school community and make reasonable adjustments, as appropriate.

5.0 Disability Access and Admission

- 5.1 The admission arrangements for students with disabilities are as follows:

- Extensive liaison would occur in order to take reasonable steps to ensure that the child is not placed at a substantial disadvantage to those who are not disabled
- In light of the Disability Act 2001, a joint placement might also be considered. 'Reasonable steps' is understood primarily to refer to the policies, procedures and practices of the School
- Consideration would be given to ensure that sufficient appropriate support is available to enable equal opportunities for all
- The School will action any reasonable physical adjustments to provide auxiliary aids and services in line with the 'Disability Discrimination in Schools Provision', staged from 2002 to 2005
- All staff will receive appropriate guidance and support to meet the School's duties to disabled students.

- 5.2 Heston Community School caters for hearing impaired students. Staff work flexibly to enable these students to access the curriculum with appropriate support.

- 5.3 When arranging trips, special attention is given to meet the needs of children with disabilities. These needs will be highlighted on the Risk Assessment for the trip.

- 5.4 If a student is absent from School for extended periods then liaison with parents/carers and relevant personnel from the Health Authority will take place in order to maintain access to the curriculum as near as possible to that being covered in School.

6.0 Plans

6.1 Heston Community School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

6.2 Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6.3 We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6.4 The Accessibility Plan should be read in conjunction with other school policies, statements, strategies and documents, including:

- Curriculum
- Equality

- Equal Opportunities and Diversity
- Staff Development
- Health and Safety (including off-site safety)
- Doing the Duty (Disability and Equality Scheme)
- Inclusion
- Special Needs and Inclusion
- Behaviour for Learning Policy
- School Improvement Plan
- Asset Management Plan
- School Brochure and Mission Statement
- Teaching and Learning File

- 6.5 The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
- 6.6 As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all Governors' Committees will contain an item on 'having regard to matters relating to Access'.
- 6.7 School publications will make reference to this Accessibility Plan.
- 6.8 The School's complaints procedure covers the Accessibility Plan.
- 6.9 Information about our Accessibility Plan will be published annually.
- 6.10 The Plan will be monitored through the Finance and General Purposes Committee of the Governing Body.
- 6.11 The School will work in partnership with the Local Education Authority in developing and implementing this plan.
- 6.12 The Plan will be monitored by Ofsted as part of their inspection cycle.

7.0 Main Priorities of the Accessibility Plan

7.1 Increasing the extent to which disabled students can participate in the School Curriculum

- Visual prompts and resources used to facilitate access for all students
- Disability Awareness promoted through Assemblies and PSHCEE
- Staff receive appropriate training
- School Improvement Plan focuses on the five 'Every Child Matters' outcomes underlining our commitment to equal access and opportunities for children
- Risk assessments are undertaken as required and take full account of the needs of disabled children, eg a named adult to provide one to one support, as necessary

Future Developments

- Provision of laptops for individual students
- Wider use of prepared visual aids and prompts
- Monitor participation in extra-curricular activities

7.2 Improving the physical environment of the School to increase the extent to which disabled students can take advantage of education and associated services

- At the moment the School is not fully accessible to children with disabilities but the new build which is due to be completed in January 2010 should improve access to areas which are inaccessible at present
- Invite a review of accessibility by experts

Future Developments

- Ensure all classrooms are accessible for wheelchairs and frames
- Ensure corridors and routes are kept clear of obstacles
- Consider and adapt seating arrangements for disabled students

7.3 Improving the delivery to disabled students of information that is provided in writing for students who are not disabled

- Numbers of students with visual disabilities are increasing

Future Developments

- Improve signage at the School
- Enlarge School documents for the visually impaired
- Create Visual Timetables

7.3 Making it happen: Management, Coordination and Implementation

The following will have lead responsibilities:

- Headteacher
- Deputy Headteachers
- Assistant Headteachers
- Business Manager
- Assistant SENCO
- Head of Hearing Impaired Centre
- HLTA
- Site Manager

8.0 Access to the Plan

8.1 The Governors will report on the School's Accessibility and Disability Equality Scheme within the School Profile. This will be linked to other reporting requirements in respect of disabled students:

- Arrangements for the admission of disabled students
- Requirement for the Governors of the School to review annually on the School's SEN and Inclusion Policy

Target	Action	Resources	Timescale		Outcomes	Achieved?
			Start	Finish		
Greater participation in the school curriculum	Audit school population (students/parents/staff) to identify disability using SIMS		December 2009	Ongoing	Disability Register	
	Promote awareness of disability issues through Assemblies and PSHCEE	Purchase resources	September 2009	Ongoing	Assembly and lesson plans	
	Consider training needs of staff to understand and meet needs of students	Training time	September 2009	Ongoing		
	Providing bank of laptops and programmes for disabled and SEN students	Bank of laptops	September 2009	July 2010	Laptops accessible to this group of students	
	Visual timetables across the School as appropriate			September 2010		

Target	Action	Resources	Timescale		Outcomes	Achieved?
			Start	Finish		
	<ul style="list-style-type: none"> • Monitor participation in extra-curricular activities • Register of Extra-Curricular activities kept for each term and published • Registers analysed 	AHTs CLS LCs	September 2009	Ongoing	<ul style="list-style-type: none"> • Programme published • Analysis published 	
	Risk Assessments enable children with disabilities full access as far as possible to activities	AHTs		Ongoing	<ul style="list-style-type: none"> • Children with disabilities access school trips and special events 	

Target	Action	Resources	Timescale		Outcomes	Achieved?
			Start	Finish		
Physical environment is improved to increase access for disabled members of the School Community	Consult with staff, students and parents to help review needs around the School		October 2009	Ongoing	Review of needs around school completed	
	Corridors and routes are clear of obstacles	Business Manager Site Manager	September 2009	Ongoing	Clear access	
	Classrooms accessible	Business Manager and Site Manager		Ongoing as needed	Disabled students have good access to all areas of the School	
	Appropriate parking is accessible for disabled students, staff and visitors	Business Manager Site Manager				

Target	Action	Resources	Timescale		Outcomes	Achieved?
			Start	Finish		
School informs itself of services for visually and hearing impaired students and other disabilities, as necessary	Consultation with external 'experts' for advice on good practice	As appropriate	October 2009	Ongoing	Staff well informed and able to meet needs of all students	
	Explore Loop systems, Braille, audio for HI and VI members of the School Community as necessary Review signage Replace and improve as necessary	Business Manager Site Manager	September 2009	April 2010	Signage in place	