

## HODGE HILL GIRLS SCHOOL



### SCHOOL ACCESSIBILITY PLAN

## ANNUAL PLAN – 2016 and 17 (VISION – 2016 – 2019)

#### Statement of intent:

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Hodge Hill Girl's School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:-

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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

- Monitor recruitment procedures to ensure that the persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

Next review date: \_\_\_\_\_

**Section 2: Aims and Provisions**

Our aims are to:

- Increase access to curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Annual review/ needs meeting invite to all partnerships</li> <li>• Annual curriculum review with three designated pathways which facilitate post sixteen transition meeting all SEND needs</li> <li>• The SEN link governor meets regularly with the SENCO</li> </ul>	Short- <ul style="list-style-type: none"> <li>• Meet the needs of our current students, Teaching and Learning and Physical accessibility needs.</li> <li>• Give students extra time to move around buildings.</li> <li>• Review pathways with 90%+ required EBACC</li> <li>• Investigate new courses i.e. technical courses for students with SEND.</li> <li>• Social support well embedded for</li> </ul>	Multi partnership meetings with outside agencies and key staff.  Meet with the SENCOs for transition information.  Health, safety, and school site manager is met to discuss any needs that arise.	DA and BM	March/April 2017	That all students needs are being met to make expected and better than expected progress.  To adhere to government guidance and recommendation whilst meeting the needs of our SEND students where possible.

	<ul style="list-style-type: none"> <li>• Zoom text for VI students is accessible in many different classrooms.</li> <li>• Movement around school</li> <li>• Good relationship with SEND parents</li> <li>• All signage accessible</li> <li>• Key workers support students who have additional needs and require support with access to information</li> <li>• Key workers have specialism, which are used so that the right keyworker is assigned to the correct SEND student's i.e. 1-1. ASD, EAL, VI, More able Physical needs.</li> </ul> <p>Learning support staff support primary and Post sixteen transition for SEND students.</p>	<p>Vulnerable SEND students.</p> <ul style="list-style-type: none"> <li>• Further emphasis on academic acceleration.</li> </ul> <p>Medium-</p> <ul style="list-style-type: none"> <li>• Meet the needs of our prospective students i.e. all signage is accessible for at a higher level for students with VI</li> <li>• Physical Mobility and curriculums plans in place for upcoming needs within the community.</li> <li>• Evac chair training for all designated staff. Adjust access accordingly.</li> <li>• Ensure that all needs are met by sharing information.</li> <li>• To research appropriate courses for students which does not rely heavily on recall and large volume of terminal exams for SEND students.</li> </ul>				
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		<p>Long term-</p> <ul style="list-style-type: none"> <li>Hodge Hill Girls School is an equal opportunity school for all students with SEND.</li> </ul> <p>Make provision within reason for students with complex needs.</p>				
<p>Increase access to the curriculum for pupils with a disability</p>	<p><b>Ramped access to all external entrances.</b></p> <p><b>Disabled access toilets x 2.</b></p> <p><b>Highlighted stair noses for visual impaired.</b></p> <p><b>Access to work assessments carried out on individual needs basis.</b></p> <p><b>Lift access to all 5 levels.</b></p> <p><b>Pep's in place for individual needs allowing full access to the school building.</b></p> <p><b>Evacuation chairs are in place and trained users on site.</b></p>	<p><b>To meet the needs of all current staff and students.</b></p> <p><b>To be aware of needs within the community so that reasonable adjustments can be made.</b></p> <p><b>To become totally compliant with DDA regulations and to modify as required when updates are available.</b></p>	<p>Ramped access in line with DDA guidelines followed and installed on new projects, Noses replaced within the last 2 years to comply.</p> <p>Recent ATW have ensured correct adjustments have been made.</p> <p>Timetables for individuals to work in conjunction with evacuation plan.</p> <p>Regular training in house.</p> <p>Action taken on a need basis (short-term</p>	SL		<p><b>Easy access to all areas of the school and external buildings.</b></p> <p><b>Visually impaired are able to access all levels of the building without the use of the lift.</b></p> <p><b>Able to perform with no contra indications.</b></p> <p><b>All staff and students evacuated safely.</b></p> <p><b>Staff/students with mobility issues can be confidently evacuated safely.</b></p>

	<p><b>Personal risk assessments are carried out and where required adjustments will be made.</b></p> <p><b>Pregnancy risk assessment</b></p>		<p>disability) i.e. post operation.</p> <p>Use LEA guide and advice, meet every 4 weeks to maintain awareness.</p>			<p><b>Awareness of any issues raised during meetings and report where required.</b></p>
<p>Improve and maintain access to the physical environment.</p>	<p>Door thresholds to be at the lowest level possible for easy access and egress.</p> <p>Picnic benches/tables with wheelchair access</p>	<p>Consider colours to be used when redecorating for visual impaired.</p> <p>Follow the latest DDA regulations</p> <p>Additional benches/tables to meet the needs of all.</p> <p>Improve physical access to tennis court area, additional support required from LEA for advice.</p>	<p>New builds and refurbishments have taken action and put this practice in place, continue with good practice for future projects.</p> <p>Painting and decorating programme being sourced.</p> <p>Expect changes to be made and consider costs to improve environment.</p> <p>Access to external tennis court area is gained via a short set of concrete steps; ideally, a short fall stair lift would give full access to all.</p>	SL		<p>Easy access for wheelchair and walking frames.</p> <p>Contrasting colours to highlight door frames and edgings for easy identification.</p> <p>Giving the opportunity for all able and disabled staff /students to share the rest areas i.e. Picnic tables.</p> <p>Access to able and disabled to have full use of the tennis courts and fitness equipment available.</p>
<p>Improve the delivery of written</p>	<ul style="list-style-type: none"> <li>• Staff differentiate for individual needs</li> <li>• Review information to</li> </ul>	<p>To meet the needs of all current staff and students.</p>	<ul style="list-style-type: none"> <li>• Questionnaire to parents.</li> <li>• As above,</li> </ul>	BM and other school staff		<p>That all information is accessible so that students can make</p>

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<p>information to pupils</p>	<ul style="list-style-type: none"> <li>• parents/carers to ensure it is accessible. Include survey of access needs for students/parents/visitors etc. via admission information.</li> <li>• Review all letters home</li> <li>• ensure plain English/Reading age appropriate/availability in different formats etc. Where possible in EAL students home language.</li> <li>• Ensure all information around the school is accessible to all</li> <li>• taster sessions and open evenings.</li> <li>• Key workers support students who have additional needs and require support with access to information</li> <li>• Key workers have specialism which are used so that the right keyworker is assigned to the correct SEND students i.e 1-1. ASD, EAL, VI, More able Physical needs.</li> </ul>	<p>Short- Ensure that all current pupils have access to information which meets their needs ie enlarged. All persons who request information needs can be met where possible i.e language translation</p> <p>Medium- To make information available to any students who may be joining the school in the near future who may have SEND needs, making provision for parents/carers who may need additional support with information. To have access to an induction loop system for students/staff/parents who have been identified as having hearing difficulties.</p> <p>Long term- that the school information is accessible to all parties in appropriate formats.</p>	<ul style="list-style-type: none"> <li>• Termly observation of information.</li> <li>• Observations and feedback from parents and visitors and students.</li> </ul>		<p>expected or better than expected progress with support from all interested parties.</p>
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	<p>A sign language interpreter is available upon request.</p> <p>Access signage in place where necessary to avoid confusion internal and external.                  Bold room signs with numbers and initials.                  School floor plans updated and distributed to newcomers.</p>	<p>To assist in the individual needs of site visitors for effective use of the building.</p> <p>Have complete access to the whole school building including external buildings</p>	<p>Keep all staff/students up to date with physical changes made around the school site.</p>	<p>SL and BM</p>		
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Description		Actions To Be Taken	Person Responsible	Date To Complete Actions By
<b>Number of storeys</b>	3 storey building with a mezzanine floor with 2 main stairwells and 1 with the mezzanine		SL	
<b>Corridor access</b>	Corridors are accessed from double doors at each end, corridors are narrow and well lit	Managed during lesson change and break/lunchtime	SL	Ongoing
<b>lifts</b>	16 passenger lift and a book hoist	Adequate	SL	
<b>Parking bays</b>	45 + 2 disabled bays	We are currently using overspill area for additional parking; ideally, if funding becomes available we would install additional parking bays.	SL	Ongoing
<b>Entrances</b>	1 main entrance and 1 rear entrance		SL	Complete
<b>Ramps</b>	1 main ramp into school	New ramp being installed	SL	Spring 2017
<b>Toilets</b>	43 Toilets and 4 disabled toilets	adequate	SL	Complete currently
<b>Reception area</b>	Main reception approximately 4 meter x 3.7 meter, in/out system in place	Good circulation with DDA reception window	SL	Complete
<b>Internal signage</b>			SL/MP	Summer 2017

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<b>Emergency escape routes</b>	10 emergency escape routes in main building 1 in MFL 3 in old music block 3 in new MFL block	Termly evacuations carried out whole school evacuated in a timely manor	SL	
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