

HIGHDOWN SCHOOL AND SIXTH FORM CENTRE



ACCESSIBILITY POLICY

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HIGHDOWN SCHOOL AND SIXTH FORM CENTRE

ACCESSIBILITY PLAN

Purpose:

To ensure that Highdown School and Sixth Form Centre will make reasonable adjustments in the areas as outlined by the Equality Act, Chapter 2: Section 20:

Definitions (Equality Act 2010, Part 2: Chapter 1: Section 6 - Disability)

A person has a disability if –

- They have a physical or mental impairment
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

Provision or practice - students are facilitated to allow them to access and participate within the school curriculum, to include extra-curricular activities

- Physical features – students with a disability are not disadvantaged by the school environment
- Auxiliary aids – where a student with a disability would be placed at a disadvantage without the provision of such aids

Vision and values

Highdown School and Sixth Form Centre has an inclusive vision, clearly articulated, shared, understood and acted upon effectively by all.

“From their first day students will be motivated, challenged and engaged by high quality teaching and so develop a lifelong love of learning.

Students, in partnership with school and home, will be active, independent and resilient learners who acknowledge their responsibility in upholding the school’s values. With the support of exceptional pastoral care and guidance, extra- curricular activities and strong community links, the personal development of all students will be outstanding.

Students will then move on from Highdown as confident global citizens equipped to make positive contributions to society.”

The vision is an important factor in enabling staff to make reasonable adjustments in line with the Disability Discrimination Act 1995/SEN and Disability Act 2001. Reasonable adjustments are to ensure that disabled students are not placed at a disadvantage. Governors and staff will ensure that all our students achieve their full potential, in accordance with the Academy’s motto of ‘Aspire and Achieve’.

Provision or Practice

- The school transition programme from primary to secondary facilitates additional transition for students, e.g. students with ASD
- Students supported by the VI Resource have additional visits accompanied by a qualified children’s habilitation and mobility instructor to familiarise them with the school site, develop independence and feedback any changes required to the site before joining the Academy
- Timetables are carefully planned to ensure a person centred programme so that student needs are met. E.g. classes are re-roomed on the ground floor where necessary

- Whole school training provided using expertise from within the school as well as external agencies
- Differentiation is embedded into departmental schemes of work
- The Learning Support Department works closely with all subject areas to ensure that lessons are accessible to all students
- Information on the different types of disabilities is shared in the Staff folder to allow improved understanding of different disabilities/difficulties. Individual information is on student SEND passports.
- Offsite activities are planned and checked to ensure that wheelchair facilities are accessible
- The Learning Support Department provides support for students in practical subjects
- Lunchtime clubs aimed specifically at students with particular disabilities, e.g. Visually impaired students, e.g. goal ball, seated volleyball, social skills club
- Risk assessments for student circulation are in place
- Risk assessments and PEEPS in place for all disabled staff and students
- Improved labelling of Evacuation Plan
- Adaptations are made for colleagues as required and in consultation with Access to work.

Physical features

- All ground floor areas are accessible via ramps
- There are 2 disabled parking bays in the car park
- All external door handles are painted yellow, external steps and internal stairs are painted yellow, external steps have textured paving at their approach and there are hand rails to some external doors
- The doors to the main reception are sensor operated and the reception desk is set at a good height for wheelchair users
- Addition of disabled toilet hoist and washing and changing facilities.
- There are disabled toilets in the manor house building, school hall foyer, lower school building, Science block and temporary science buildings
- Consideration is given to adaptive seating to meet student needs, e.g. in science labs
- Lighting, including projector bulbs are checked and replaced on a regular basis
- There are blinds fitted to the windows in classrooms where appropriate
- Canteen staff are advised on particular student needs, as appropriate
- Increased number of fire bells around the site
- Improved pathways around the site 2014 & 2016
- Alarm system has been reviewed to ensure bells are sufficiently loud around the site. New bells installed in HSL
- Security doors have been upgraded in 2019 in outlying buildings

Auxiliary Aids

- Social stories are provided to aid transition from primary to secondary school for students with ASD
- There are wheelchair facilities within the school
- Mini-cameras, laptops and ipads are used in the classroom by students to capture information, so that it can be enlarged and adapted
- Braille specialists convert resources/worksheets/exams into braille as necessary
- Students are given access to laptops, scribes and readers in the classroom as well as for exams
- There are some text books which are scanned and accessible to students

- Large computer screen are used in the VI resource
- Text books, exams, worksheets and other resources are rendered into accessible formats, including large print, audio and electronic formats
- Screen magnification software (Zoomtext) is available on USB sticks to enable access for students supported by the VI Resource
- Specialised and adapted equipment is available for use by students with VI (e.g. audible balls for PE, tactile maths equipment, large display thermometers)
- Improved accessibility of new school website
- Improved accessibility of main entrance/reception

Further improvements for consideration

- Lifts to access upper floors of buildings when new buildings are constructed
- Student organisers are adapted for VI students
- Key information, school prospectus, transition booklets, policy and procedures are accessible in audio and visual/pictorial form
- An increased number of computers to have large computer screens
- The purchase of an Evacuation chair for VI/Learning Support

Associated Policies and Plans

This plan should be read and reviewed in conjunction with other relevant documents including:

- Education for Equality Statement
- Inclusion Policy
- School Improvement Plan
- Premises Management Policy
- Health and Safety Policy