



ACCESSIBILTY PLAN 2020-2021

This policy was approved by the Local Governing Body on:-	January 2020
The policy owner is:	Paul Mynard, Site Manager
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	January 2021
Policy Version:	V.4
Signed by the Chair of the Local Governing Body:-	
Ratified by the Board of Trustees	N/A Renewal
Signed by the Chair of Trustee Board	

HELLESDON HIGH SCHOOL

ACCESSIBILITY PLAN 2020

INTRODUCTION

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA).

Hellesdon High School has key duties towards persons with disabilities, under the Equalities Act 2010:

- To not treat disabled pupils, parents or carers less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan and make reasonable adjustments to the school buildings.
- To promote positive attitudes towards disabled persons.
- To take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The production of a disability equality scheme and an accessibility plan will promote equality of opportunity for disabled people. Hellesdon High School recognises the crucial importance of involving disabled people fully in the development of our disability scheme. Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the local governing body.

Hellesdon High School policy on equal opportunities and disability is to ensure that there is no race discrimination against any sub-group within its community, be it because of sex, religion, race, colour and disability. With this in mind the School has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without disability.

VISION

The School will transform educational outcomes by providing exciting, new and different opportunities for learning and applied learning. As a vibrant and successful centre of learning, with the highest standards of attendance and behaviour, it will bring about a substantial increase in the educational attainment, expectations and aspirations of students and the whole community.

We value the presence of every child, irrespective of need. We are sensitive and proactive about devising ways in which a child with any disability can undertake virtually all, if not all, of the same activities and curriculum as other students. Students with learning difficulties and those who need extension to their learning are given suitable additional help following consultation.

Improvement to the school site and buildings have incorporated provision for disability in adults and children. This plan outlines the ongoing review and evaluation process and our aims to improve our facilities and access arrangements.

As a Place of Employment

As a place of employment Hellesdon High School will strive to meet the needs of all staff and to support their full inclusion into the workplace. When necessary, adjustments are undertaken to enable staff to fully access all areas of the school.

As a Community Resource

As a school we strive to provide a community resource that is completely accessible to all stakeholders.

PURPOSE

The purpose of Hellesdon High School's Disability, Equality Scheme and Accessibility Plan will be to assess and evaluate the present provision; to systematically remove all barriers in all areas of the school. This will eradicate any disadvantages experienced by those people with disability.

VALUES

Student Focus

We seek to achieve a high quality learning experience for every student.

High Performance

We strive for consistently high levels of performance in all aspects of our work.

Respect, Openness and Honesty

We treat everyone with respect. We encourage openness and honesty and we recognise each other's contributions and achievements.

Hellesdon High School is a diverse, mixed, secondary school that serves the needs of our local community. We want all our students to develop their intellectual, spiritual and creative talents. Through recognising and encouraging the successes and achievements of our students we aim to develop their self-esteem. We want all our students to value and respect the rights and opinions of others. We are proud of being known as a caring School with a strong sense of community and strive to ensure we are fully inclusive. We will continue to review our provision to make certain all our students can access the full curriculum.

PRINCIPLES

'Hellesdon High School where you can Enjoy, Achieve and Succeed'

To achieve these aims and enable the whole of the community to become part of this vision and to subscribe to our values the School will:

- Strive to make the best possible provision for all students, regardless of disability, ethnicity, culture, religious belief, national origin or status, gender or sexual orientation
- Respect diversity, understanding that treating people equally is not simply a matter of treating everyone the same. The School adopts the Norfolk Inclusion Statement's view that inclusion is: "The process of taking necessary steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life." This means that the School does its best to make reasonable adjustments for disability, recognise and

celebrate cultural differences, and understand the different needs and experiences of boys and girls

- Understand that equality is not simply about protecting the potentially vulnerable. The School believes that all children are disadvantaged by the holding of prejudicial views, and seeks to promote good relationships between all groups, and positive attitudes towards disabled people, people from different ethnic or cultural groups or faith backgrounds and people of different gender or sexual orientation
- Value its staff for their ability and potential to help it make the best possible provision for the students in the School, regardless of disability, ethnicity, culture, religious belief, national origin, gender or sexual orientation
- Be proactive in its efforts to identify and minimise existing barriers or inequalities
- Seek the views of all groups affected by the policies and work of the School, and try to involve them in policy review
- Recognise the School's role in promoting community cohesion, and actively encourage the participation in public life of all learners in the School

Definition of Disability

A person can be described as disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Objective	Actions:	Intended Outcomes:
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<p>To ensure our curricular provision is accessible by all students throughout the school regardless of disability.</p>	<p>Detailed Care Plans and Key Workers are in place for selected SEND students with sensory and physical needs. Learning Plans are in place where necessary for SEND students with particular needs</p> <p>Timetables and associated rooming are created with due regard to a student's physical ability/issues regarding access arrangements. Purchase of specialised equipment/resources to allow the students to fully access the curriculum.</p> <p>Access arrangements in place for exams which could mean the use of a reader/scribe/coloured paper/enlarged text/additional time under exam conditions</p>	<p>All SEND students to achieve their full potential and their particular disability to have not been a barrier in their access to learning or have negatively affected their educational outcome.</p> <p>All SEND students to be able to acknowledge that they have been a valued member of Hellesdon High School and the local community with a sense of achievement and self-worth, ready to take the next step in their chosen career path.</p>
<p>Improving the environment to increase the extent to which students with disabilities can take advantage of the facilities. To ensure that any new build has addressed all issues surrounding DDA and accessibility to the curriculum.</p>	<p>Plan and carry out a thorough review to ensure that the building is DDA compliant.</p> <p>Any new building enables access to all students, employees and visitors to the site irrespective of level of impairment</p> <p>Continue to monitor the physical environment to identify areas that may require attention or repair.</p> <p>Communication with the school</p>	<p>Provide a costed plan for any recommendations that emerge from the review.</p> <p>All new buildings to comply with the building regulations 2010</p> <p>Ensuring that students with disabilities are provided with the appropriate sources of information so that they are not disadvantaged.</p> <p>Students, staff and visitors can request Hellesdon High School information in an appropriate format e.g. large print.</p>

MONITORING, EVALUATION AND REVIEW

The mechanism by which the School will assess the impact of the current policy will be by thorough evaluation of the site and monitoring the educational outcomes of students with a disability.

The Equality Policy and Accessibility Plan are formed by the involvement and consultation with:

- Students

- Parents
- Staff
- Governors
- External Agencies (Sensory Support, School Nurse etc)
- Premises Management Team

The responsibility for ensuring that the School adheres to this policy and that this policy is periodically reviewed rests with Governors of Hellesdon High school.

Accessibility Statement
Date of Review

Date Completed: January 2020
Spring Term: 2021