

Harlington Upper School



Accessibility Plan

Edition 2: December 2015

Policy No: HUS041

Approved By: Governing Body

Document Control		
Edition	Issued	Changes from previous
1	12/12/2012	Replaces the School Accessibility Plan
2	10/12/2015	Additions to Appendix 1 checklist

Policies/Documents referred to in this policy	Postholders/Persons named in this policy
Equal Opportunities, Medical and Health Needs	

Review Period – every 3 years
Review Date – December 2018

Accessibility Plan

Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Disability Discrimination Act 2005 places a duty on schools to develop a disability equality scheme.

Schools have to carry out accessibility planning for disabled pupils. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

The school's accessibility plans are aimed at:

- **increasing access for disabled pupils to the school curriculum.** 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.
- **improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education.
- **improving the delivery of written information to disabled pupils.** This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Harlington Upper School Accessibility Plan

This plan has been created following an audit of current provision (appendix 1) and following the major PFI rebuild and refurbishment, the school meets the required DfE guidelines and building regulations.

Target	Strategy	Outcome	Resource	Time
When needed, ensure that at least one classroom per subject is accessible to visual and hearing impaired students and wheelchair users.	Ensure all faculty areas of the school can be reached without the need to open a fire door as necessary.	One fire door entrance / exit to each faculty area is fitted with openers or electro-magnetic release system	advice from FM contractors;	Facilities generally suitable – adjustments to be made dependent on need of individual staff or pupils
Ensure that all students have access to the maximum curriculum experience possible	Continue to identify limiting factors to any planned activity and, where practicable, provide alternative activity of similar nature.	All students have access to the full breadth of curriculum experience and extra curricular opportunities	curriculum planning time and possible use of learning support assistant time	Dependent on need of individual staff or pupils at the time. (Dedicated TAs recruited to support students as required.)
Provide information for visual and hearing impaired students	When required produce prospectus information and curriculum materials in appropriate form	continue to produce curriculum materials for hearing and visually impaired students when required.	support from hearing impaired service; learning support assistant time; advice from Head of Learning support	curriculum materials: ongoing
Ensure Personal Evacuation Plan (PEEP) in place where necessary	Identify students requiring PEEPS	Design and publish personal plan Communicate to staff	Advice from GTFM/Fire Service	Dependent on need of individual staff or pupils at the time.

This plan forms part of Harlington Upper School's disability equality scheme. Other aspects of the scheme are described in school policies on Equal Opportunities, Medical and Health Needs

Appendix 1: Checklist – December 2015

Harlington Upper School: Checklist to Identify Barriers to Access

Curriculum Access

	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?		✓
Do lessons provide opportunities for all pupils to achieve	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	
Are there appropriate access arrangements in place for examinations?	✓	

Site and Buildings

	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	✓	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities, showers and other obstructions?	✓	
Are pathways of travel around the school site and parking arrangements safe, free from hazards, routes logical and well signed? Are there clear, marked crossing zones from car access areas?	✓	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓	
Is furniture and equipment selected, adjusted and located appropriately?	✓ Additional furniture or equipment is purchased as required	
Are door systems accessible to all		Not all – assistance may be required
Is there flexibility over lesson change times to enable students to move around school at quieter times?	✓	
Is there an accessible toilet of a size to accommodate a changing couch or hoist?	✓	

Access to Information

Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?

Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?

Do you have the facilities such as ICT to produce written information in different formats?

Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

Yes	No
✓ (on request)	
✓	
✓	
✓	