



Haslingden High School and Sixth Form

Accessibility Plan

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, increase accessibility to the physical environment, the curriculum and written information so that all students with a disability can take full advantage of their education and associated opportunities.

The accessibility plan is required for:

- Increasing access for disabled students to the curriculum
- Improving access to Haslingden High School physical environment
- Improving written information for disabled students and carers

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities. (Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equality Act 'substantial' means 'more than minor or trivial'. 'Long term' means has lasted or is likely to last more than 12 months).

Haslingden High School must not automatically consider students with a disability to have special educational needs.

At a legislative level there are 3 main strands for disabled students:

- The SEN framework (the Education Act 1996 and the SEN and Disability Act 2001)
- The Disability Discrimination Duties (sections 28A-28C of the DDA 1995)
- The planning duties (section 28D – 28E of the DDA 1995)

Key Aims

At Haslingden High School we are committed to working together to provide an inspirational and exciting learning environment where all our students can develop an enthusiasm for life-long learning. We believe our students should feel happy, safe and valued so that they gain a respectful and caring attitude towards others and the environment both locally and globally.

AIM 1

To increase the extent to which disabled students can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers that provide access to the curriculum and to ensure full participation in the school community, for students and prospective students, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Short term	To liaise with primary schools to review potential intake	To identify students who may need additional support different from the main curriculum		HOY SENCO	Students are identified from primary school intake who may need additional support different from the main curriculum
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	Heads of Subjects Governors	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	Heads of Departments Heads of Year SENCO	To establish close liaison with parents
	To establish close liaison with outside agencies for students with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	HT TAs SENCO HOY Outside agencies	Clear collaboration working approach with outside agencies
	To ensure access to the curriculum for all students	Specialist advisory teachers, CPD and personalised recommendations <ul style="list-style-type: none"> • Differentiated curriculum with alternatives offered • A range of support staff including trained teaching assistants • The use of iPads to support curriculum areas. • Use of interactive ICT equipment • Use of specific equipment sourced from occupational therapy 	Ongoing	SENCO Teachers	Advice taken and strategies evident in classroom practice Students being provided with differentiated work <ul style="list-style-type: none"> • Multiple ways of accessing content • Multiple ways of expressing what they know or create and • Multiple ways of engaging with content

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium term	Regular monitoring of the needs of students to ensure future refurbishment work benefits students with physical disabilities	If needs are identified to seek advice on appropriate access facilities	Ongoing	Governors SENCO	Commitment to providing reasonable adjustments to the school environment to meet the needs of any disabled person
	Review all Haslingden High School policies to ensure that they do not discriminate the needs of disabled students, staff or visitors	All policies will be reviewed regularly by the person responsible for reviewing Haslingden High School policies	Ongoing	Staff responsible for reviewing policies Governors	Improved awareness of the desirability of considering the needs of person with disability
	Make reasonable adjustments for students after needs have been identified Identify needs and actions for further improvements	Plan <ul style="list-style-type: none"> • Classrooms in accordance with pupil need • Organise resources within classrooms to reflect student need • Provide quiet areas within the school 	Ongoing	Class teachers	Appropriate use of resources for adverse needs of students with disabilities
	To review attainment of all SEND students	To use SISRA analytics and classroom teacher meetings to monitor progress Regular liaison with parents	Termly	Class teachers SENCO	Provision mapping to show clear steps and progress made
	To prioritise student participation in school activities	To ensure student activities are accessible to all students	Ongoing	Teachers	Full participation Access to all aspects of school life for all students.

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Long Term	Haslingden High School will continue to incorporate current accessibility levels in all new building and refurbishment works.	Our policy exceeds minimum standards where this will better suit the needs of our students, staff and visitors to the school.	Ongoing	SLT Governors	Fully compliant building & grounds.

Commitment to Review

This policy will be monitored and reviewed every 3 years by the relevant policy owner named below and evaluated and approved by the Governing Body on a 3 year cycle and for in the light of changes in National Curriculum requirements and Department of Education guidance/regulations.

Accessibility Plan 2016 - 2019

Named responsibility of policy	
Date of Policy	
Date of Next Review	
Governor accountability	