



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 |
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| 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. |
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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

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| Accessibility Plan 2016 - 2019 | |
| Named responsibility of policy | |
| Date of Policy | |
| Date of Next Review | |
| Governor accountability | |