



HEADLANDS SCHOOL
SINCE 1965

Accessibility Plan

Written by	Headteacher		
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Adopted by Governors	Spring 2018		
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Headlands School

Sewerby Road, Bridlington, East Yorkshire YO16 6UR

Accessibility Plan

Review Body:	Leading Learning
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Every Three Years
Reviewed:	Spring 2021
Next Review:	Spring 2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled students, under Part 4 of the DDA:

1. not to treat disabled students less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled students.

This plan sets out the proposals of the Governing Body of Headlands School to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled students can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- c) improving the delivery to disabled students of information, which is provided in writing for students who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Context

Headlands School comprises of several buildings covering a large site. These buildings are of one or more storey construction.

Headlands School is committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility Plan covers all of these students.

This Equality Duty Statement explains and responds to our statutory duties to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

All students have access to a broad and balanced curriculum and are encouraged to participate in the life and work of the school to the best of their abilities.

The Accessibility Plan shares objectives with the Headlands School Equality Duty Statement and Headlands School Special Educational Needs Policy and should be read in conjunction with these two documents.

This Accessibility Plans exists to ensure that we fulfil our vision of “wide-ranging opportunities for all” where “every individual in our community is valued” so that we “develop moral values, confidence and resilience to make a difference to lives at Headlands School and beyond”.

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure that parents are informed of both their child’s special needs and progress and that there is effective communication between parents and school

The specific areas covered by the accessibility plan that need to be included are:-

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

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to inappropriate qualifications/attainments.
- Consideration of the school response to students through the application of the SEN Code of Practise has improved student attainment and how effective communication regarding specific student needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced student’s access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc, has been identified and supported.
- Identifying students peer support mechanisms and the ways that the school has ensured students have a voice in decisions that affect them.

- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.

Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

The Governing body will want to consider and record reflection upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on school's funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

Access to information

Schools are expected to increase access to information to those with disabilities. The Governors may wish to decide how this is to be achieved by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided at the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other student information are selected and provided to meet the diversity of student need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students/parents who have difficulties in accessing information.

Monitoring the success of the plan:

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, students and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for students with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for students with additional needs.
- Recorded evidence that increased numbers of students with disabilities are actively participating in all areas of the school
- Recorded evidence that fewer students are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures
- Increased levels of achievement for students with disabilities.
- Student responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

Headlands School Plan 2021 - 2024

	Current good practice	Targets	Strategies	Outcome	Time frame	Goals Achieved
Physical Access	Audit of accessibility of school buildings and grounds by PFI, Director of Finance and Premises and Governors. Suggest actions and implement as budget allows	Improved signage around the school site which is accessible to all students including those who are wheelchair users.	<p>Ensure access to lift for students with mobility difficulties.</p> <p>Consider provision of a ramp between the main block and the sixth form/Art/Physics area.</p> <p>Consider installing sound field system in the school hall.</p> <p>Accessible parking bays provided by main entrance door and by drama block Signage to be provided along approach route to reception</p> <p>Further signage for other main blocks of building.</p> <p>Consider including tactile/Braille signage</p> <p>Ensure flags on footpaths are in good conditions and laid flat.</p>	Site accessible	Ongoing plan	
Emergency Access	<p>All students and adults to be able to evacuate the building safely in an emergency.</p> <p>Increased number of Evac chairs and an increased number of</p>	Maintain a pool of confident and qualified staff who can assist in the safe evacuation of the building.	Fire escape plan to be reviewed and updated as required and at least annually.	Plan rewritten	Review annually	

	Current good practice	Targets	Strategies	Outcome	Time frame	Goals Achieved
	staff who are trained to use the Evac chair.					
Curriculum Access	All students have access to a broad, balanced and relevant curriculum.		Options/twilight/enrichment programme reviewed at least annually.	All students have access to broad range of accredited courses	Review annually	
	All students have a differentiated curriculum that meets their individual needs		Following the SEN Policy-SEN students have an Student Passport, termly action plans and EHC Plan that details student's needs (and how to differentiate) with personalised curriculums where appropriate.	Lesson observations reports teaching matched to individual needs. The number of satisfactory and good or better teaching is increased.	Ongoing	
	Students' access to the curriculum is increased because they attend school more regularly.		See attendance actions in SDP.	Attendance is improving year on year.	Review annually	
	Students' access to the curriculum is increased because there is a reduction in exclusions, individual student needs are met, suitable educational provision is provided.		Follow SEN Policy, Equality Duty Statement. Reflection room/time out room in place for red flag students. See SDP.	We are an inclusive school	Review annually	

	Current good practice	Targets	Strategies	Outcome	Time frame	Goals Achieved
	Students access to the curriculum is increased through personalisation and differentiation.		All staff are aware of different learning styles and plan and deliver for this in the classroom.	This is monitored through regular observations of lessons both formal and informal.	Ongoing	
		Ensure the disabled students can participate in extracurricular activities and trips and visits.	Audit of extra-curricular provision.		Review annually	
Access to information		Availability of written material in alternative formats	The school makes itself aware of the services available through the LA/external agencies for converting written information into alternative formats. Heads of Subject to be aware of parents/carers access needs and will provide support when needed.	The school can provide written information in alternative formats.	Ongoing	
	The written information provided to parents/carers is accessible and read.		Current information and invitations sent to all parents is reviewed to judge the language, style, format, and accessibility. School 'house style' audited.	Information is read. Parents/carers feel that school is an approachable supportive institution.	Review annually	
	Written communication to parents/carers includes opportunity to raise access issues with school in advance e.g.		School ensures all parents/carers can access school site	Parents/carers feel that school is an approachable supportive and	Review annually	

	Current good practice	Targets	Strategies	Outcome	Time frame	Goals Achieved
	at parents evenings, Parent Council			accessible institution		
Equality and Inclusion	To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.		Clerk to Governors to add to list for FGB meetings	Adherence to legislation.	Annually	
	To improve staff awareness of disability issues		Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	
		To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
	Follow Equality Duty Statement		As listed in Equality Duty Statement	We are in an inclusive school	On-going	
		The pursuit to continually challenge discrimination and harassment.	As listed in Equality Duty Statement, SEN Policy, Racial Incidents Policy, Behaviour Policy Monitor implementation of PSHE programme Continue to promote links with Headlands School	We are an inclusive school	On-going	